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ABSTRACT

In 2001, 6,821 employers across Australia were surveyed regarding their views of vocational education and training (VET). The survey was the fourth such survey since 1995. In 2001, 80% of employers of VET graduates (compared with 83% in 1995) rated their satisfaction with VET as 6 or higher on a 10-point scale. The proportion of employees at the study firms who were recent VET graduates and had received training at a technical and further education (TAFE) institute decreased from 1995, the proportion of graduates who had received training with a private provider remained stable, and the proportion with a mix of TAFE-training and training from private providers increased. Employers were generally quite or very satisfied with VET graduates' work attitudes and general and practical work skills. With regard to course delivery, employers were more likely to be satisfied with relevance of course content and less likely to be satisfied with teacher industry experience. Only one-third of employers believed that the VET system does not take employers' needs into account. Employers generally agreed that training pays for itself through increased worker productivity. (Eighty-four tables/figures are included. The following items are appended: the study methodology; standard error tables; a glossary; the survey questionnaire; a population flowchart; and a data item list.) (MN)

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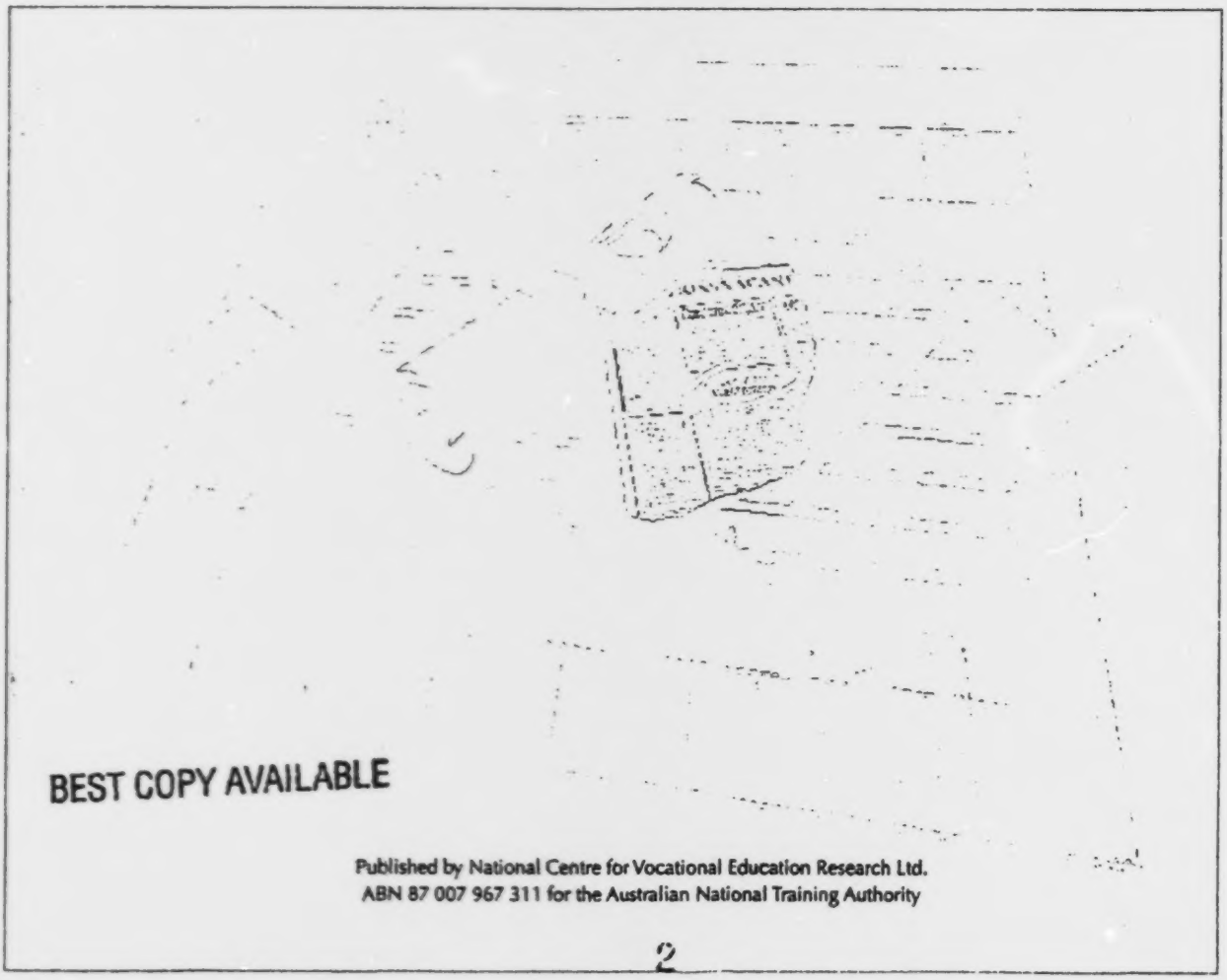
Statistics 2001

Survey of Employer Views on Vocational Education and Training

National Report



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About the survey

This report presents the results from the 2001 national Survey of Employer Views on Vocational Education and Training (VET). This is the fourth survey of this nature, previous surveys having been conducted in 1995, 1997 and 1999. In the first two surveys, in-scope employers were defined as those with at least one employee who had completed a VET course of at least 200 hours within the two years prior to the survey (a recent VET graduate). As in earlier years, the 2001 survey focused on information about employers with recent VET graduate employees. However, the scope of the survey has changed to include the wider employer community, providing more complete coverage of the employer perspective of VET. Comparative information for the different employer groups is reported where appropriate.

Much of the survey questionnaire for the 1997 and 1999 surveys was consistent enabling comparisons between most of the data produced. For the 2001 survey, a review of the survey content was conducted which resulted in changes to some parts of the questionnaire. Information for the wider employer community has been collected about their characteristics, general views on VET and their training practices and is very similar to the 1999 survey. For employers with recent VET graduate employees, additional information has been collected about their views on aspects of course delivery and graduates' skills. The 2001 survey has a stronger focus on graduates' skills compared to earlier surveys.

The Survey of Employer Views on VET was a sample survey and provides estimates of the results which would be found had all employers in Australia been interviewed. Because the employer survey estimates are based on information obtained from a sample of employers, an allowance for sampling variability should be made when using the results. Comparisons have been made in this publication where they are statistically significant at the 95% confidence level. Any figures which have a relative standard error 25% or greater have been marked with an * because estimates with sampling variability of this magnitude are not reliable for most practical purposes. More information on standard errors is provided in Appendix 1: Methodology and Appendix 2: Standard Error Tables.

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Preface

About Statistics 2001 – Survey of Employer Views on Vocational Education and Training

I am pleased to introduce *Statistics 2001 – Survey of Employer Views on Vocational Education and Training*, part of an on-going suite of publications produced by NCVER. The national survey collections are undertaken by NCVER on behalf of the Australian National Training Authority (ANTA).

This publication presents some of the highlights of employer views on vocational education and training (VET) in Australia. Based on their experience of recently graduated employees, employers' views have been sought on specific aspects of the quality and relevance of VET. The recently graduated employees comprise those who completed their course at a Technical and Further Education (TAFE) institute or with a private provider of VET. Employers' general views on VET, as well as some information on their organisation's training practices, have been sought from the wider employer community, as well as from employers of recent VET graduates. The analysis in this report presents results separately for different employer groups to enable comparisons between those with and those without recent experience of the VET system. Also, analysis has primarily focused on the national picture, although some limited State/Territory information has been included.

This is the fourth survey of this nature and the first time the scope of the survey has included all employers. The wider scope has proved to be an important addition to the available information on VET from the industry perspective.

Also, prior to the 2001 survey a review of the survey content was conducted in consultation with key users of the survey data. This resulted in changes to some parts of the questionnaire, with the main impact being a stronger focus on graduates' skills in the 2001 survey compared to earlier surveys.

Chris Robinson
Managing Director
NCVER Ltd
December 2001

Related NCVER publications

Statistics 2001 – Survey of Employer Views on VET: At a glance

Scope of the collection

The survey relates to all employers and presents results for the following employer groups:

- *employers with at least one employee who completed a VET course of at least 200 hours duration within the two years prior to the survey (recent VET graduate);*
- *employers with VET graduate employees, none of whom completed their training in the last two years; and*
- *employers without any current employees who have graduated from a VET course of at least 200 hours duration.*

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1. Executive summary

1.1 Introduction

The vocational education and training system in Australia includes publicly and privately funded VET delivered by a wide range of training institutions and enterprises. VET delivery can be on the job, off the job, on-line and through other flexible delivery methods. The sector has grown enormously over the 1991-2000 decade, up almost 77%, to about 1.75 million students in VET in 2000[1]. The estimated total level of public investment in training in 2000 was $4.16 billion, an increase of 5.6% over 1999[2].

The 2001 Survey of Employer Views on VET aims to provide information on the industry perspective of VET, focusing on whether or not employers have experience of the VET system. To this end, results are presented separately for the following three sub-groups of the employer community:

- employers with VET graduates, one or more of whom are recent graduates;
- employers with VET graduates, none of whom are recent graduates; and
- employers with no VET graduates, recent or otherwise.

The survey collected information from employers in all three groups about their general views on VET and their training practices and related issues. Additional information was collected from employers of recent VET graduates about their views on specific aspects of VET delivery.

This is the fourth survey of this nature and, for the second time, includes the perspective of employers without VET graduate employees (recent or otherwise). The 2001 survey is the first time employers with no recent VET graduates have been included.

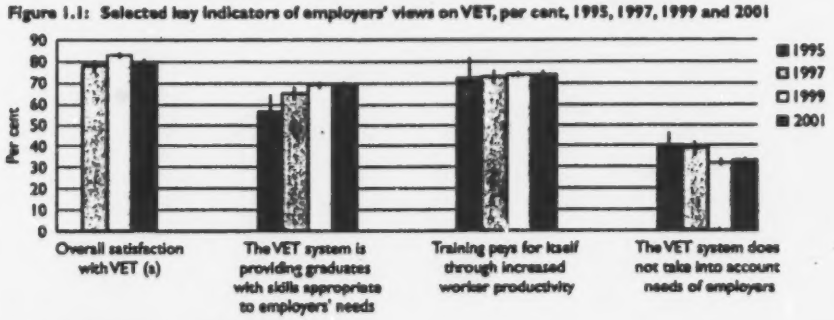
1.2 Employers with recent VET graduates

Change over time, 1995-2001

Key Indicators

Since 1995 the number of businesses employing recent VET graduates has steadily increased. In 1995 the number was estimated to be 63,000, rising to approximately 104,000 in 1997, some 117,000 in 1999, and up further in 2001 to 126,500 businesses with recent VET graduate employees. On the whole, employer views on VET are more positive than in the past and have remained stable over the past two surveys. This is shown by some key indicators set out in Figure 1.1.

Figure 1.1: Selected key indicators of employers' views on VET, per cent, 1995, 1997, 1999 and 2001



(a) Overall satisfaction not collected in 1995

[1] NCVER 2001, *Australian VET Statistics 2000 – at a glance*, NCVER, Adelaide
[2] NCVER 2001, *Australian Vocational Education and Training Statistics 2000 Financial Data*, NCVER, Adelaide

Employers' overall satisfaction with VET providers has remained stable during the 1997-2001 period, with around four out of five being satisfied. Compared with 1995, a larger proportion of employers in 2001 agreed or strongly agreed that the VET system is providing graduates with skills appropriate to their needs, while the proportion who agreed, or strongly agreed, that training pays for itself through increased productivity has remained stable. Also positive, there has been a decline from 1997 to 2001 in the proportion of employers holding the view that the VET system does not take into account their needs.

Overall satisfaction

Overall satisfaction with the VET sector was generally high. Highlights include:

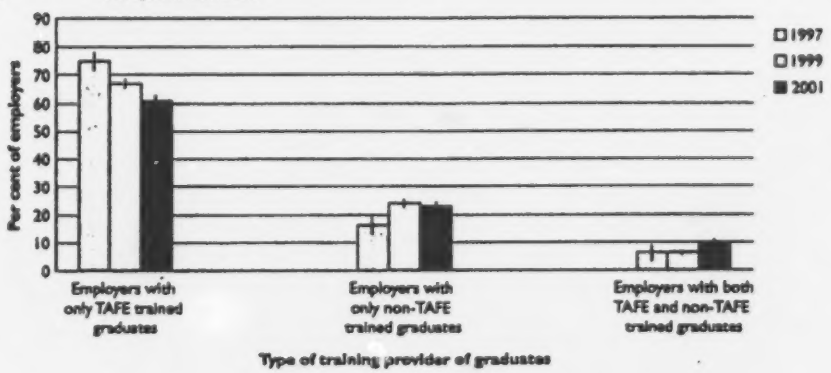
- in 2001, 80% of employers of VET graduates, compared with 83% in 1999 and 78% in 1997, gave a score of 6 or more out of 10 as a measure of their satisfaction with VET providers;
- satisfaction was high for employers of all sizes, but more so for large employers (84%) and medium employers (81%); and
- high satisfaction levels were expressed in some industries. Employers were more likely to be satisfied in the industries of Electricity, gas and water supply (95%), Communication services (95%), Wholesale trade (89%), and Construction (88%).

Type of training provider

There has been a change in the type of institution at which graduates received their training. The change shows a decrease in the proportion of employers of recent VET graduates whose graduates all received training at a Technical and Further Education (TAFE) institute. The proportion of employers whose graduates all received training with a private provider remained stable and there was an increase in the proportion of employers who had a mix of TAFE-trained and private-provider-trained graduates.

At a national level, this shift towards non-TAFE trained graduates does not appear to have a direct relationship with the overall satisfaction of employers. In the survey, employers with all or mostly TAFE graduates were asked to give a rating of their overall satisfaction based on their experience with TAFE, and similarly, employers with all or mostly graduates from non-TAFE training providers were asked to give a rating for that provider type. There is little apparent difference in overall satisfaction of employers in the two groups with around four out of five employers in both groups reporting they were either satisfied or very satisfied.

Figure 1.2: Employers with recent VET graduates by type of training provider of graduates, per cent, 1997, 1999 and 2001



Relative importance of selected aspects of VET and aspects employers consider most in need of improvement

The survey focuses on the difference between those employers with direct experience of vocational education and training and others. Employers of recent VET graduates were divided into two groups based on whether they had contact with these graduates during their course. This was determined by whether the graduate(s) had completed their training course before or after they commenced their current employment. Employers in both groups were asked for their views on their graduates' skills while employers with at least one graduate who completed their course after commencing their current employment were asked additional questions on their views about course delivery.

Graduates' skills

Table 1.1 shows employers' satisfaction with selected graduates' skills and those skills employers believe are most in need of improvement. Employers were more likely to be satisfied with the work ethic (90%) and their graduates' ability to work as part of a team (79%). Among the skills employers were less likely to be satisfied with were graduates' problem solving skills and ability to use initiative (both 68%). Ability to use initiative (15%), oral communication and a professional approach to work (both 13%) were more likely to be reported by employers as being the skills they would most like to see improved. Although just half of employers were satisfied with graduates' computer skills (51%), a relatively high proportion (17%) reported that they were unable to comment on this aspect of graduates' skills. When asked how satisfied they have been with graduates' skills overall, some 84% of employers reported being very or quite satisfied.

Table 1.1: Employers of recent VET graduates, per cent satisfied with graduates' skills and highest priority for improvement

Graduates' skills	% very or quite satisfied	% rating aspect highest priority for improvement
Ability to use initiative	68	15
Oral communication	76	13
A professional approach to work	76	13
Problem solving skills	68	12
Practical job skills	75	11
A positive attitude towards work	77	9
Ability to work as part of a team	79	7
Ability to adapt to changes in the work place	69	5
Ability to work with minimal supervision	74	5
Computer skills	51	5
Ability to use current technology in the workplace	69	4
Graduates' work ethic	90	n.a.

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Course delivery

Table 1.2 shows that, of the aspects of course delivery, employers were more likely to be satisfied with relevance of course content (78%) and less likely to be satisfied with teacher industry experience (64%). Also, while the majority were satisfied with the relevance of course content, this was more likely to be reported as being most in need of improvement (29%), along with course balance between theory and practice (26%).

Table 1.2: Employers of recent VET graduates, per cent satisfied with course delivery and highest priority for improvement

Course delivery	% very or quite satisfied	% rating aspect highest priority for improvement
Relevance of course content	78	29
Course balance between theory and practice	70	26
Teacher industry experience	64	20
Method of assessment	67	14
Teacher ability	67	10

When asked how satisfied they have been with course delivery overall, some 82% of employers reported being very or quite satisfied

1.3 Comparisons between employer groups

Employers' general views on VET

Employers with recent VET graduate employees, employers with no *recent* VET graduate employees and employers with no VET graduate employees, recent or otherwise, were asked for their general views on VET, about the training practices, and related issues, in their organisation. Some comparative information is provided below.

Employers' general views on VET were obtained from their level of agreement with a series of statements posed to them during the interview. Responses, shown in Table 1.3 below, generally indicated positive views on VET, although some areas were identified as needing improvement. Overall, the general views on VET were similar for those employers who had recent VET graduate employees and employers who had no VET graduate employees at all, although there were also some differences.

On the positive side, most employers (74%, 73% and 76% for each group respectively) agreed that training pays for itself through increased worker productivity and only around a third (33%, 30% and 32%) of employers believed that the VET system does not take into account the needs of employers. Across the employer groups, they are also in agreement with their views on the value of recruiting trained people, with less than half in all groups agreeing that this is more cost-effective than training people on the job.

There appears to be an overall difference of opinion between employers with recent VET graduates and the other two employer groups on whether the VET system is providing graduates with skills appropriate to employers needs. However, it should be noted that the low proportion of those without recent VET experience agreeing with the statement reflects their inability to give a view on this.

Table 1.3: Employers' views on VET, per cent who agree or strongly agree, 1999 and 2001

Statements about VET	Employers with recent VET graduates		Employers with no recent VET graduates (a)	Employers with no VET graduate employees	
	1999	2001	2001	1999	2001
It is more cost-effective to recruit trained people than to train people on the job	48	46	48	48	42
On-the-job skills are more useful than skills obtained through formal education	66	63	68	74	73
The VET system is providing graduates with skills appropriate to employers needs	69	69	49	41	43
Training pays for itself through increased worker productivity	74	74	73	68	76
The VET system needs to provide more practical job skills	77	77	74	79	74
Employers should have more input into course content	81	80	75	81	78
The VET system does not take into account the needs of employers	32	33	30	40	32
It is difficult to tell what a person can actually do from their educational qualifications	68	76	81	86	81
Qualifications should be based on what the person can actually do, rather than how many years of training they have completed	82	85	79	84	83
There should be more work experience or work placements as part of vocational training	85	84	83	86	84
The assessment process for VET needs to be improved to assist employers in comparing the skills of prospective employees	(a)	75	59	(a)	64
Graduates have adequate literacy and numeracy skills for the demands of the workplace	(a)	63	57	(a)	53

(a) Not collected prior to 2001

One area viewed less favourably by employers was that there should be more work experience or work placements as part of vocational training (84%, 83% and 84% respectively, for the three employer groups, agreed with this). At least three quarters (77%, 74% and 74%) of employers agreed that the VET system needs to provide more practical job skills. For employers of recent VET graduates this indicates that, although the majority (69%) agrees the VET system is providing graduates with skills appropriate to their needs, there is scope for greater focus on practical skills.

There is also scope for improvement in graduates' literacy and numeracy skills and the assessment process for VET. Of employers with recent VET graduates, two-thirds (63%) believe graduates' literacy and numeracy skills are adequate, and around three-quarters (75%) believe the assessment process needs to improve to assist employers.

Employer provided training

All employers in the survey were asked whether they had paid for, or subsidised the cost of, employees' training during the 12 months prior to the survey. They were asked broadly about three types of training:

- on-the-job training, that is, by showing an employee how to improve their job skills in work being undertaken;

- in-house training, that is, organised by the employer for own staff using employer's staff or training consultants; and
- external training, that is, organised and conducted at venues outside the workplace by training or educational establishments, agencies or private consultants.

As Table 1.4 shows, overall, employers are providing more training. In 2001, around four out of five (81%) employers with recent VET graduates had paid for, or subsidised the cost of, employee training during the 12 months prior to the survey and this is an increase in the proportion who did so since 1999 (73%) and in 1997 (78%).

Table 1.4: Whether training provided by types of training, per cent, 1999 and 2001

	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
Training provided	73	81	68	40	48
On-the-job-training	35	53	36	17	46
In-house training	36	52	46	16	45
External training	62	92	88	32	79
Training not provided	27	18	31	59	50

(a) Not collected prior to 2001

Overall, external training was more likely to be provided than other training by employers in all three groups (92%, 88% and 79% respectively). Of those employers with VET graduates and who had paid for, or subsidised the cost of, employee training, some 92% had provided external training and around half provided in-house training (52%) and on-the-job training (53%). The employers in the other two groups who paid for, or subsidised, employee training, showed a similar pattern of training provision although at slightly lower levels of provision.

In 1998, the Australian National Training Authority introduced a new approach to vocational education and training. Competencies, qualifications and assessment guidelines have been linked and combined in Training Packages. All employers in the survey who reported providing in-house training for their employees were asked whether any training was accredited and, if so, whether that training had been delivered using Training Packages. As Table 1.5 shows, employers with recent VET graduates were more likely to provide accredited training and use Training Packages.

Table 1.5: Employers who provided in-house training by whether used Training Packages, per cent, 1999 and 2001

	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
Accredited and delivered using Training Packages	24	32	10	9	12
Accredited and not delivered using Training Packages	15	18	27	21	16
Accredited and whether delivered using Training Packages unknown	7	7	5	6	9
Not accredited	54	43	58	65	63
Total in-house training	100	100	100	100	100

(a) Not collected prior to 2001

Main reason for choosing TAFE or non-TAFE provider

All employers in the survey were asked whether they would choose a TAFE or non-TAFE training provider if the providers were offering similar training. As Table 1.6 shows, there has been very little change since 1999. In 2001, approximately 41% of employers with recent VET graduates said they would be more likely to choose TAFE, some 36% said that it would depend, and around 16% said they would be more likely to choose a non-TAFE training provider.

Table 1.6: Employers by choice of training provider, per cent, 1999 and 2001

Choice of training provider	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
More likely to choose TAFE	42	41	45	36	36
More likely to choose non-TAFE training provider	20	16	16	13	13
It would depend	34	36	32	31	34
Can't say at this stage	4	6	7	19	17
Total	100	100	100	100	100

(a) Not collected prior to 2001

Of employers with recent VET graduates who would choose TAFE rather than a non-TAFE training provider, some 16% gave their main reason as satisfactory past experience/previous dealings with TAFE. This is a decline since 1999 when around 23% gave this reason. However, those citing credibility or acceptance of TAFE as their reason rose from 9% in 1999 to 20% in 2001. For employers with no recent VET graduates, the most cited reason for their choosing a TAFE provider was satisfactory past experience (20%) and for those with no VET graduates it was credibility/acceptance and recognition within the industry (both 19%). Of employers who said they would choose a non-TAFE provider, the most cited reason by all three employer groups was that courses are more tailored to needs of the workplace (18%, 39% and 23% respectively).

Main source of information on VET

All employers in the survey were asked to name their main source of information on vocational training and skills development matters. As could be expected, employers with recent VET graduates tended to use TAFE more as their main source of information than other employers. Table 1.7 shows that TAFE and industry associations are the main sources for the majority of employers in each employer group. In 2001, TAFE was the main source of information for around one in five (22%) employers with recent VET graduates, a decline since 1999 when over a quarter of employers (28%) cited TAFE. In 2001, around one in three employers with VET graduates (recent and otherwise) reported using Industry associations (33% and 30%) compared with around 21% of employers with no VET graduate employees. Employers with no VET graduate employees were more likely to have no main source, with some 22% reporting this, which was also a decline since 1999 (29%).

Table 1.7: Main source of information on VET and skill developments, per cent, 1999 and 2001

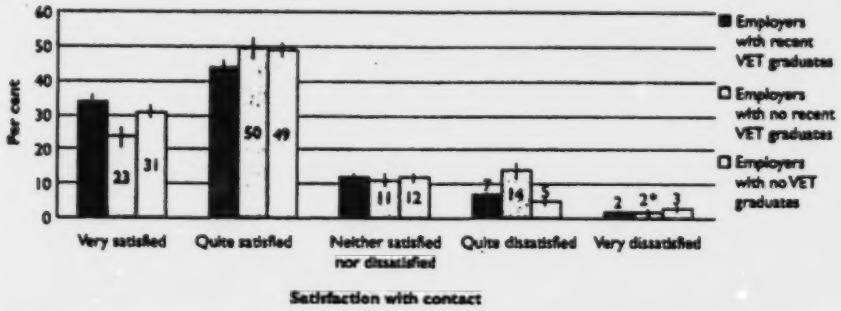
	Employers with recent VET graduate(s)		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
TAFE	28	22	19	12	12
Government training departments/authorities	9	8	7	5	6
Industry associations	38	33	30	36	21
Other	9	27	28	18	29
No main source	16	8	12	29	22

(a) Not collected prior to 2001

Employer contact with training providers

Generally employers reported low levels of contact with providers, however, employers of recent VET graduates were more likely to have some form of contact with providers (62%) than employers with no recent VET graduates (39%) and employers with no VET graduates (24%). Of those who have some form of contact, around half (53%) of employers with recent VET graduates and a third of employers with no recent VET graduates and employers with no VET graduates said they would like more contact with providers (32% and 30% respectively). Employers who reported having some form of contact with training providers were also asked how satisfied they were with the form of contact. As Figure 1.3 shows, the majority of these employers in each group (79%, 73% and 80%) were either very or quite satisfied with their form(s) of contact with providers.

Figure 1.3 Employers who have contact with training providers by satisfaction with form of contact, per cent



* Estimate subject to high sampling variability and should be used with caution

Improvements in the training system

Employers gave a variety of responses when asked for suggestions to improve the training system. Around three-quarters (74%) of employers with recent VET graduates, just over half of employers with no recent VET graduates (59%) and around half (50%) of employers with no VET graduates gave one or more suggestions. The means of improvement mentioned most was that the training system must provide more practical and on-the-job training (26%, 22% and 19% respectively). This was followed by the suggestion that training be specific and relevant to industry needs (23%, 16% and 12% respectively).

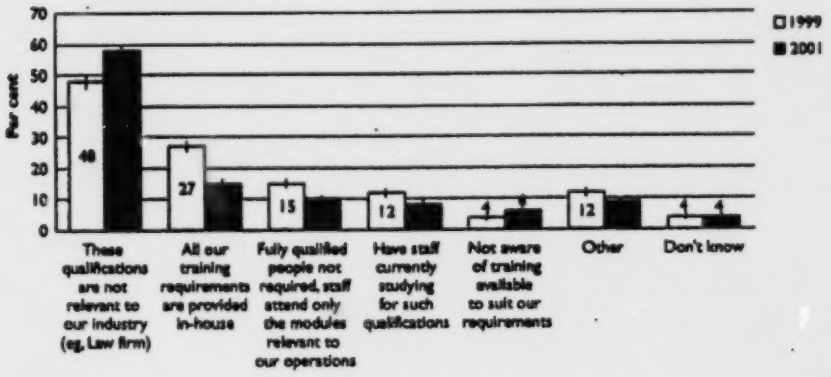
These results support the findings on employers' general views on VET which show that the majority of employers in all three groups felt there should be more work experience or work placements as part of vocational training, and that employers should have more input into course content.

1.4 Employers without VET graduate employees

Employers with no VET graduate employees were asked the reasons their organisation did not employ any. Some employers gave more than one reason. Figure 1.4 shows that the most cited reason was that the qualifications are not relevant to their industry (58%). This is an increase since 1999 (48%).

Of employers who gave this reason in 2001, 52% said no qualifications at all were needed for the work they do, and a further 26% said the work of their business required higher/university qualifications.

Figure 1.4: Employers with no VET graduates by reasons for not employing VET graduates, per cent, 1999 and 2001



2. Introduction

This report presents the results from the 2001 national Survey of Employer Views on Vocational Education and Training (VET). This survey was managed by the National Centre for Vocational Education Research (NCVER), with fieldwork conducted under contract by ACNielsen Research. The survey was funded by the Australian National Training Authority (ANTA).

This is the fourth survey of this nature, previous surveys having been conducted in 1995, 1997 and 1999. In the first two surveys, in-scope employers were defined as those with at least one employee who had completed a VET course of at least 200 hours within the two years prior to the survey (a recent VET graduate). As in earlier years, the 2001 survey focused on information about employers with recent VET graduate employees. The content, however, changed in 2001, resulting in a stronger focus on graduates' skills compared to earlier surveys. Also, the scope of the survey has expanded further, providing more complete coverage of the employer community. Comparative information is reported where appropriate.

The report generally refers to establishments found to be in-scope for the purpose of the survey as 'employers' or 'establishments'. Groups excluded as 'out of scope' were those self-employed not employing staff, private households employing staff, foreign diplomatic missions and consulates in Australia, and defence force establishments.

A 'recent VET graduate' is defined as a person who has completed study within the last two years leading to a VET qualification gained through either:

- an apprenticeship or
- a traineeship or
- a diploma, associate diploma or certificate course from a TAFE or a non-TAFE provider (excluding university qualification)

and requiring a minimum of one semester or 200 hours of training/study.

Each survey has been conducted by Computer Assisted Telephone Interview (CATI). The survey questionnaire for the 1997 and 1999 surveys has, for the most part, remained consistent, enabling comparisons between much of the data produced. Information for all employers – those with and without VET graduate employees – has been collected about their characteristics, general views on VET, training practices and their knowledge of VET. For employers with recent VET graduate employees, additional information has been collected about their views on the availability, relevance and quality of course delivery and graduates' skills.

The Survey of Employer Views on VET was a sample survey, covering employers in all States/Territories and in size categories of small, medium and large (Refer to Appendix 3 – Glossary of Terms). The report provides estimates of the results which would be found had all employers in Australia been interviewed. Because the employer survey estimates are based on information obtained from a sample of employers, an allowance for sampling variability should be made when using the results.

Comparisons have been made in this publication where they are statistically significant at the 95% confidence level. Any figures which have a relative standard error greater than 25% have been marked with * because estimates with sampling variability of this magnitude are not reliable for most practical purposes. Standard error bars are shown on the figures in this publication and provide an indication of the variability associated with the estimate which has been produced. More information on standard errors is provided in Appendix 1 - Methodology and Appendix 2 – Standard Error Tables.

3. Employer characteristics

Overview

This section shows a profile of survey respondents, that is, employers of VET graduates, recent and otherwise, and employers with no VET graduates, against basic characteristics of employment size, main industry of operation and main State/Territory of operation. The estimated number of organisations employing recent VET graduates has steadily increased since 1995 when the number was estimated to be 63,000. This rose to approximately 104,000 in 1997, some 117,000 in 1999, and up again in 2001 to 126,500 businesses. Industry type does not appear to be a factor in the extent to which employers have employed recent VET graduates.

3.1 Employment size and State/Territory

Employers with recent VET graduates

The 2001 survey of employer views estimated there were 126,500 establishments employing people who had completed a VET qualification in the previous two years. Some 55% of these establishments (or employers) were small businesses, defined in this survey as those employing fewer than 20 employees, while 30% were medium (20-99 employees) and 15% were large (100 or more employees). This is similar to the results of the 1997 and 1999 surveys. Tables 3.1 and 3.2 provide a summary of the distribution by basic characteristics.

Table 3.1: Employers (establishments) with recent VET graduates, by State/Territory and size of business, number

	Estimated number of establishments with recent VET graduates ('000)			
	Small (1-19 employees) n=1,274	Medium (20-99 employees) n=1,183	Large (100+ employees) n=814	Total n=3,271
New South Wales	25.9	17.3	8.0	51.2
Victoria	12.0	6.5	3.5	21.9
Queensland	12.5	7.3	3.5	23.3
South Australia	7.1	3.8	1.2	12.1
Western Australia	6.4	1.8	1.7	9.9
Tasmania	2.9	0.9	0.2	4.0
Northern Territory	1.0	0.3	0.1	1.5
Australian Capital Territory	1.9	0.5	0.2	2.6
Australia	69.8	38.3	18.5	126.5

Table 3.2: Employers with recent VET graduates, by State/Territory and size of business, per cent

Size of business	NSW n=547	Vic. n=526	Qld n=428	SA n=438	WA n=409	Tas. n=367	NT n=263	ACT n=293	Australia n=3,271
Small	51	55	54	59	65	72	71	74	55
Medium	34	30	31	32	18	23	18	18	30
Large	16	16	15	10	17	6	10	8	15
Total	100	100	100	100	100	100	100	100	100

Employers with no recent VET graduates

Employers in this group have VET graduate employees, however, none who graduated in the last two years. The 2001 survey of employer views estimated there were 132,400 of these employers. The distribution was a little different from employers of recent VET graduates with around 85% of these employers being small in employment size, 14% medium and around 1% large employers. Tables 3.3 and 3.4 provide a summary of the distribution by basic characteristics.

Table 3.3: Employers (establishments) with no recent VET graduates, by State/Territory and size of business, number

	Estimated number of establishments with no VET graduates ('000)			
	Small (1-19 employees) n=519	Medium (20-99 employees) n=424	Large (100+ employees) n=107	Total n=1,050
New South Wales	44.7	5.6	0.4	50.7
Victoria	20.0	6.6	0.6	27.2
Queensland	21.5	2.1	0.3	23.9
South Australia	6.4	2.6	-	8.9
Western Australia	13.4	1.2	-	14.7
Tasmania	3.2	0.5	-	3.7
Northern Territory	1.2	0.3	0.1	1.5
Australian Capital Territory	1.7	0.2	-	1.9
Australia	112.1	18.9	1.3	132.4

Table 3.4: Employers with no recent VET graduates, by State/Territory and size of business, per cent

Size of business	NSW n=173	Vic. n=187	Qld n=140	SA n=127	WA n=125	Tas. n=120	NT n=80	ACT n=98	Australia n=1,050
Small	88	74	90	71	92	87	77	90	85
Medium	11	24	9	29	8	13	19	8*	14
Large	1*	2	1*	0	0	0	3*	2*	1
Total	100	100	100	100	100	100	100	100	100

* Estimate subject to high sampling variability and should be used with caution

Employers with no VET graduates

The 2001 survey of employer views estimated there were 173,500 employers with no VET graduate employees (recent or otherwise). The distribution was a little different from employers of recent VET graduates but similar to employers with no recent VET graduates with around 87% of these employers being small in employment size, 12% medium and around 1% large employers. Tables 3.5 and 3.6 provide a summary of the distribution by basic characteristics.

Table 3.5: Employers (establishments) with no VET graduates, by State/Territory and size of business, number

	Estimated number of establishments with no VET graduates ('000)			
	Small (1-19 employees) n=1,887	Medium (20-99 employees) n=506	Large (100+ employees) n=107	Total n=2,500
New South Wales	38.1	7.4	0.8	46.3
Victoria	39.9	6.1	0.3	46.2
Queensland	38.1	4.6	0.1	42.8
South Australia	7.9	1.0	–	8.9
Western Australia	18.6	2.0	0.1	20.7
Tasmania	3.5	0.2	0.1	3.8
Northern Territory	2.2	0.1	–	2.3
Australian Capital Territory	2.2	0.2	0.1	2.5
Australia	150.5	21.6	1.4	173.5

Table 3.6: Employers with no VET graduates, by State/Territory and size of business, per cent

Size of business	NSW n=388	Vic. n=429	Qld n=350	SA n=311	WA n=320	Tas. n=282	NT n=200	ACT n=220	Australia n=2,500
Small	82	86	89	88	90	92	95	89	87
Medium	16	13	11	11	9	6	5	7	12
Large	2*	1*	0	0	0	1*	0	4*	1
Total	100	100	100	100	100	100	100	100	100

* Estimate subject to high sampling variability and should be used with caution

3.2 Industry

Employers with recent VET graduates

In 2001, among the industries with the highest proportions of employers with recent VET graduate employees were Retail trade (16%), Health and community services (13%), Property and business services (12%), Construction (12%) and Manufacturing (12%). Employers in these five industries accounted for around two-thirds (65%) of all employers of recent VET graduates. In table 3.7, a comparison across surveys shows that with the exception of Construction, most industries' share of employing recent VET graduates was stable from 1999 to 2001.

Table 3.7: Employers with recent VET graduates, by industry, per cent, 1997, 1999 and 2001

Industry category (ANZSIC)	1997	1999	2001
Agriculture, forestry & fishing	11	2	4
Mining	–	1	1
Manufacturing	7	11	12
Electricity, gas and water supply	1	1	–
Construction	6	9	12
Wholesale trade	6	6	4
Retail trade	20	17	16
Accommodation, cafes & restaurants	5	6	6
Transport and storage	3	3	3
Communication services	1	2	1
Finance and insurance	5	3	2
Property and business services	13	12	12
Government admin. & defence	2	1	1
Education	3	3	4
Health and community services	11	12	13
Cultural and recreational services	2	2	2
Personal and other services	5	9	7
Total	100	100	100

– Less than 1% and rounds to zero

Comparison between the employer groups

The extent to which different industries employ recent VET graduates is shown in table 3.8. Overall, it shows that employers with recent VET graduates are distributed across industries in a pattern similar to those with none. This also reflects the relative industry sizes, for example, Retail trade is among the industries with large employment and also has one of the highest proportions in both groups of employers in table 3.8.

Table 3.8: Employers by industry, per cent

Industry category (ANZSIC)	Employers with: Recent VET graduates	No recent VET graduates	No VET graduates
Agriculture, forestry & fishing	4	4	2
Mining	1	–	–
Manufacturing	12	12	8
Electricity, gas and water supply	–	–	–
Construction	12	13	7
Wholesale trade	4	2	5
Retail trade	16	20	29
Accommodation, cafes & restaurants	6	5	7
Transport and storage	3	6	5
Communication services	1	–	1
Finance and insurance	2	3	3
Property and business services	12	11	13
Government admin. & defence	1	–	–
Education	4	3	4
Health and community services	13	11	8
Cultural and recreational services	2	2	2
Personal and other services	7	7	6
Total	**100**	**100**	**100**

4 Employer views on VET

Overview

Employers' views on vocational education and training in general were obtained from a cross section of the employer community. Employers were divided into three target groups to enable comparisons between those with recent experience of the VET system and others. The views of the following three employer groups are reported separately in this section:

- employers with recent VET graduates;
- employers with no recent VET graduates; and
- employers with no VET graduates, recent or otherwise.

The main focus of the survey is employers with recent VET graduates, that is, those with recent experience of the VET system. However, information on other employers is useful for both comparisons and examining employer community views in context.

Employers' views were obtained through their level of agreement or disagreement with a number of statements posed to them during the interview. Between 1997 and 2001, the views on the value and relevance of vocational education and training in general held by employers with recent VET graduate employees have not changed greatly. Responses are generally positive although there are areas in which employers indicated they see a need for improvement.

Employers in all three groups were also asked whether they would choose a TAFE or non-TAFE training provider for their employees and whether they felt there was sufficient information available to enable them to make an effective choice. Employers with recent VET graduates were more likely say they would choose TAFE (41%), compared with around a third of employers with no VET graduates (36%) who said they would be more likely to choose TAFE. Over half in each employer group felt they had sufficient information to make a choice of training provider. Employers with recent VET graduate (67%) were more likely to report this than employers with no recent VET graduates (53%) or employers with no VET graduates (54%).

Employers with no VET graduate employees gave reasons for not employing recent VET graduates and over half these employers believe VET qualifications are not relevant to their industry.

4.1 General perceptions

The statements posed to employers to ascertain their general views on VET focused on the areas of:

- qualifications compared with on-the-job skills;
- provision of practical skills though VET;
- employers' needs; and
- value for money.

Table 4.1 shows the proportions of the different employer groups who agree or strongly agree with each of the statements in 2001.

On the positive side, most employers (74%, 73% and 76% for each group respectively) agreed that training pays for itself through increased worker productivity and only around a third (33%, 30% and 32%) of employers believed that the VET system does not take into account the needs of employers.

Across the employer groups, they are also in agreement with their views on the value of recruiting trained people, with less than half in all groups agreeing that this is more cost-effective than training people on the job.

There appears to be an overall difference of opinion between employers with recent VET graduates and the other two groups of employer on whether the VET system is providing graduates with skills appropriate to employers needs. However, it should be noted that the low proportion of those without recent VET experience agreeing with the statement reflects their inability to give a view on this.

One area viewed less favourably by employers was that there should be more work experience or work placements as part of vocational training (84%, 83% and 84% respectively, for the three employer groups, agreed with this). At least three-quarters (77%, 74% and 74%) of employers agreed that the VET system needs to provide more practical job skills. For employers of VET graduates, this indicates that, although the majority (69%) agrees the VET system is providing graduates with skills appropriate to their needs, there is scope for greater focus on practical skills.

There is also scope for improvement in graduates' literacy and numeracy skills and the assessment process for VET. Of employers with recent VET graduates, two-thirds (63%) believe graduates' literacy and numeracy skills are adequate, and around three-quarters (75%) believe the assessment process needs to improve to assist employers.

Table 4.1: Employers who agree or strongly agree with each statement, per cent

Statement	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
• Qualifications			
On-the-job skills are more useful than skills obtained through formal vocational education	63	68	73
Qualifications should be based on what a person can actually do, rather than how many years of training they have completed	85	79	83
It is difficult to tell what a person can actually do from their educational qualifications	76	81	81
The assessment process for VET needs to be improved to assist employers in comparing the skills of prospective employees	75	59	64
• Practical skills			
The VET system needs to provide more practical job skills	77	74	74
There should be more work experience or work placements as part of vocational training	84	83	84
Graduates have adequate literacy and numeracy skills for the demands of the workplace	63	57	53
• Employers' needs			
The VET system is providing graduates with skills appropriate to employers' needs	69	49	43
Employers should have more input into course content	80	75	78
The VET system does not take into account the needs of employers	33	30	32
• Value for money			
Training pays for itself through increased worker productivity	74	73	76
It is more cost-effective to recruit trained people than to train people on the job	46	48	42

Table 4.2 shows the proportions of employers with recent VET graduates who agreed or strongly agreed with the same statements in 1997, 1999 and 2001. Overall, employers' views on VET have remained fairly stable and generally quite positive about the VET system. Employers have become more positive in their views on the relevance of graduates' skills and that the system takes their needs into account.

However, while there was a decrease from 1997 to 1999 in the proportion of employers with VET graduates holding the view that it is difficult to tell what a person can actually do from their educational qualification, (from 77% to 68%) this rose by a similar amount from 1999 to 2001 to 76%.

Table 4.2: Employers with recent VET graduates who agree or strongly agree with each statement, per cent, 1997, 1999 and 2001

Statement	Employers with recent VET graduates		
	1997	1999	2001
• Qualifications			
On-the-job skills are more useful than skills obtained through formal vocational education	62	66	63
Qualifications should be based on what a person can actually do, rather than how many years of training they have completed	85	82	85
It is difficult to tell what a person can actually do from their educational qualifications	77	68	76
The assessment process for VET needs to be improved to assist employers in comparing the skills of prospective employees	(a)	(a)	75
• Practical skills			
The VET system needs to provide more practical job skills	75	77	77
Graduates have adequate literacy and numeracy skills for the demands of the workplace	(a)	(a)	63
There should be more work experience or work placements as part of vocational training	84	85	84
• Employers' needs			
The VET system is providing graduates with skills appropriate to employers' needs	65	69	69
Employers should have more input into course content	81	81	80
The VET stem does not take into account the needs of employers	39	32	33
• Value for money			
Training pays for itself through increased worker productivity	73	74	74
It is more cost-effective to recruit trained people than to train people on the job	51	48	46

(a) data not collected prior to 2001.

Industry

Employers with recent VET graduates

In terms of the value of training, among the industries in which employers with recent VET graduates were more likely to be positive than the all industries total were Communication services, Wholesale trade, and Transport and storage. The proportions of employers in these industries who felt that training pays for itself through increased productivity were 93%, 87% and 85% respectively, compared with the all industries total of 74%. The proportions of employers in these industries who agreed it is more cost effective to recruit trained people than to train on the job were 90%, 60% and 55%, respectively, compared to the all industries total of 46%.

In terms of employer needs, among the industries in which employers were more likely to agree the VET system is providing graduates with skills appropriate to their needs were Communication services (90%), Education (80%), Health and community services (78%) and Electricity, gas and water supply (78%). Industries in which employers of recent VET graduates were more likely to be positive about the system taking their needs into account were Education, Finance and insurance and Communication services. In these industries, small proportions (14% 15% and 16%, respectively) of employers agreed that the system does not take their needs into account, compared with the all industries total of 33%.

Employers with no recent VET graduates

In terms of the value of training, among the industries in which employers with no recent VET graduates were more likely to be positive than the all industries total were Wholesale trade, Education and Health and community services. The proportions of employers in these industries who felt that training pays for itself through increased productivity were 88%, 88% and 82% respectively, compared with the all industries total of 73%. Of these industries, Wholesale trade was the only one in which employers were more likely to also feel it is more cost effective to recruit trained people than to train on the job (60%). Other industries in which employers were more likely to agree that it is more cost effective to recruit trained people than to train on the job were Construction (73%) and Property and business services (67%).

Employers with no VET graduates

In terms of the value of training, among the industries in which employers with no VET graduates were more likely to be positive than the all industries total were Finance and insurance, Construction and Accommodation, cafes and restaurants. The proportions of employers in these industries who felt that training pays for itself through increased productivity were 84%, 79% and 79% respectively, compared with the all industries total of 76%. The industries in which employers were more likely to agree that it is more cost effective to recruit trained people than to train on the job were Electricity, gas and water supply (50%), Construction (49%), and Government administration and defence (45%) compared to the all industries total of 42%. However, along with employers in Communication services (60%), employers in Electricity, gas and water supply (51%) were also among those less likely to agree that training pays for itself through increased worker productivity.

4.2 Choice of training provider

Employers in all three groups were asked whether they would choose a TAFE or non-TAFE training provider for their employees if the provider were offering similar training. Table 4.3 shows very little change since 1999. In 2001, approximately 41% of employers with recent VET graduates said they would be more likely to choose TAFE, some 36% said that it would depend, and around 16% said they would be more likely to choose a non-TAFE training provider.

Some 45% of employers with no recent VET graduates said they would choose TAFE while 16% would choose a non-TAFE training provider. Around a third (32%) said it would depend. Employers with no VET graduates were more likely to not make a choice at this stage (17%).

Table 4.3: Employers by choice of training provider, per cent, 1999 and 2001

Choice of training provider	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
More likely to choose TAFE	42	41	45	36	36
More likely to choose non-TAFE training provider	20	16	16	13	13
It would depend	34	36	32	31	34
Can't say at this stage	4	6	7	19	17
Total	100	100	100	100	100

(a) Not collected prior to 2001

Size of business did not appear to be a factor in whether employers with recent VET graduates would choose TAFE, with some 44% of small, 36% of medium and 40% of large employers reporting that they would choose TAFE. For employers with no recent VET graduates, small and medium sized businesses were similar to the pattern for all employers in that group. However, large businesses were more likely to not choose TAFE (30% compared with 45% for all sizes) and to report that their choice would depend (48% compared with 32% for all sizes).

Employers with no VET graduates were similar to employers with no recent VET graduates in the choice patterns of small and medium sized businesses. Compared to all employer sizes in that group (36%), similar proportions of large (31%) and medium (30%) employers said they would choose TAFE. Large employers in this group were different in that they were less likely to report that their decision would 'depend' (18%) and more likely to feel they unable make a choice at that stage (45%).

For the three groups of employer in the survey their choice of provider at a State/Territory level was similar to the distribution at a national level.

Support for TAFE between industry sectors varied. Employers with recent VET graduates and in Construction were more likely to choose TAFE (61%), followed by Retail trade (56%). Employers with recent VET graduates and who would choose a non-TAFE provider were more likely be in Education (31%) followed by Finance and insurance services (25%).

Employers with no recent VET graduates and who would choose a TAFE provider were more likely to be in Manufacturing (69%) or Cultural and recreational services (57%) and less likely to be in Construction (22%). A high proportion of these employers in Government administration and defence (62%) said their choice would depend.

Employers with no VET graduates and who would choose a non-TAFE provider were more likely to be in Mining (32%) or Finance and insurance services (25%). A relatively high proportion of employers in Electricity, gas and water supply (95%) and Education (52%) said their choice would depend.

Table 4.4 shows the type of training completed by graduate employees and the training provider preferences of employers with recent VET graduates. Employers who had one or more graduates of apprenticeship training, were more likely to choose TAFE (47%) than non-TAFE (9%). Those with apprentices and who would choose non-TAFE has declined since 1999 (23%). Of employers who had graduates from traineeships, the proportions of employers likely to choose a non-TAFE provider over a TAFE provider showed a similar decline from 1999. In 2001, those TAFE and non-TAFE trained were 37% and 20%, respectively, compared with 30% and 35% in 1999.

Table 4.4: Employers with recent VET graduates choice of main training provider, by type of course, per cent

Type of training undertaken	More likely to choose TAFE provider	More likely to choose non-TAFE provider	It would depend on other factors	Total (a)
Apprenticeship	47	9	37	100
Traineeship	37	20	37	100
Certificate or diploma	35	17	42	100
Other VET course	33	31	34	100

(a) Includes 'can't say' responses.

Main reason for choosing TAFE or non-TAFE provider

Table 4.5 shows employers reasons for their choice of training provider. Of employers with recent VET graduates who said that they would choose TAFE rather than a non-TAFE training provider, some 16% gave their main reason as satisfactory past experience/previous dealings with TAFE. This is a decline since 1999 when around 23% gave this reason. However, those citing credibility or acceptance of TAFE as their reason rose from 9% in 1999 to 20% in 2001.

Table 4.5: Employers' choice of training provider by main reason, per cent

Main reason	Employers with recent VET graduates		Employers with no recent VET graduates		Employers with no VET graduates	
	Choose TAFE rather than non-TAFE provider	Choose non-TAFE rather than TAFE provider	Choose TAFE rather than non-TAFE provider	Choose non-TAFE rather than TAFE provider	Choose TAFE rather than non-TAFE provider	Choose non-TAFE rather than TAFE provider
Credibility, acceptance	20	3	14	0	19	2*
Recognition within the industry, recognition of qualification	21	10	16	6*	19	10
Effective training programs, good standards	9	11	17	14	11	6
Reputation for competency, stability, experience	11	2*	9	4*	9	2*
More flexible timetable to suit employment	1*	13	–	6*	1*	4*
Courses more tailored to needs of workplace	3	18	4	39	5	23
Offer better service	1*	6	1*	3*	1*	6
Offer hands on experience	–	4	1*	3*	2	4*
Satisfactory past experience, previous dealings	16	14	20	3*	14	9
Cheaper, value for money, economical	9	1*	10	2*	9	2*
Dissatisfied with TAFE	0	2*	0	5*	0	5
Location, access	3	0	3*	0	2	0
Own on-the-job/in-house training used	–	2*	0	–	0	5
Other	5	13	5	16	4	17
Can't say	1*	2*	1*	0	5	4*
Total	100	100	100	100	100	100

– Less than 1% and rounds to zero

* Estimate subject to high sampling variability and should be used with caution

A similar proportion (21%) reported that recognition within the industry/recognition of qualifications as the main reason for their choice, followed by reputation for competence/stability/experience (11%). The main reasons for this group of employer choosing a non-TAFE provider were more likely to be that courses are more tailored to the workplace (18%), satisfactory past experience (14%) and more flexible timetable to suit employment (13%)

For employers with no recent VET graduates, the most cited reason for their choosing a TAFE provider was satisfactory past experience (20%) and for those with no VET graduates it was credibility/ acceptance and recognition within the industry (both 19%).

Of employers who said they would choose a non-TAFE provider, the most cited reason by all three employer groups was that courses are more tailored to needs of the workplace (18%, 39% and 23% respectively, in Table 4.5).

Factors affecting choice

Around one in three employers in each employer group (employers with recent VET graduates 36%, employers with no recent VET graduates 32%, and those with no VET graduates, 34%) did not make a choice between a TAFE or non-TAFE training provider. Instead, they said their choice would depend on particular factors and these are shown in table 4.6. Employers were allowed to nominate more than one reason. Across the three employer groups there are some similarities in the factors and some differences when size of employer is considered.

Employers with recent VET graduates

These employers were more likely to report that their choice would depend on cost (45%) and the quality of the course (42%). Small employers with recent VET graduates were more likely to say their choice would depend on cost (48%) than large sized employers (36%), while large employers were more likely to say it would depend on course content (39%) than small employers (25%).

Employers with no recent VET graduates

Employers in this group were more likely to make their choice depending on course content/relevance (37%) and the quality of the course (34%). There was very little difference across employment size in whether quality of the course was a factor, with similar proportions reporting this (34% of small, 34% of medium and 37% of large). Large businesses were less likely than medium or small ones to consider course/relevance as a factor in their choice (17%, 39% and 37% respectively). Employers considering cost as a factor was related to size, with cost becoming more likely to be reported in large employers (59%) than medium (33%) and least likely by small employers (11%).

Table 4.6: Employers whose choice of provider would depend on particular factors, per cent

Factor	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
Cost	45	15	26
Quality of the course	42	34	31
Quality of the teacher	10	17	8
Type of course	17	22	20
Reputation of course	19	10	8
Accreditation	20	5	5
Location/accessibility	14	12	8
Time (length of course/ time away from job/ flexibility of times)	20	9	8
Course content/relevance	28	37	34
Other	7	8	10
Can't Say	1	3	3

Employers with no VET graduates

Employers with no VET graduates were a little different from employers in the other two groups in that employer size was not a factor in whether employers reported that their choice would depend on cost, with 27% of small, 22% of medium and 23% of large employers reporting this. Large businesses with no VET graduates were more likely to consider course quality as a factor in their choice of provider (41%) than medium (27%) or small (31%) employers.

Availability of information about training providers

Employers in the three employer groups (those with recent VET graduates, those with no recent VET graduates and those with no VET graduates) were asked whether they felt there was sufficient information available to enable them to make an effective choice of training provider and course for their employees, apprentices or trainees. Over half in each employer group felt they had sufficient information to make a choice of training provider. Employers with recent VET graduates (67%) were more likely to report this than employers with no recent VET graduates (53%) or employers with no VET graduates (54%).

For employers with recent VET graduates, around some 71% of large employers reported having sufficient information, compared with around two-thirds of medium and small employers (67% and 66% respectively). For employers with no recent VET graduates the response pattern was around two-thirds of large employers (66%) and half for medium (54%) and small employers (52%). For employers with no VET graduate employees around three-quarters of large employers (77%), two-thirds of medium (64%) and half of small employers (53%) reported they had sufficient information.

Across jurisdictions there was little difference in the perceptions of availability of information by employers with recent VET graduates.

At the industry level, employers in Manufacturing in all three employer groups were more likely to report that they had sufficient information to make an effective choice of training provider. Some 84% of employers with recent VET graduates, 66% of employers with no recent VET graduates and 64% of employers with no VET graduates. Employers who felt they did not have sufficient information to make a choice were more likely to be in Communication services if they were employers with recent VET graduates (77%) or employers with no VET graduates at all (57%). For employers with no recent VET graduates, employers who felt they did not have sufficient information were more likely to be in Mining (70%) or Construction (52%).

Employers who felt they currently did not have enough information to make a choice of training provider and course (37% of employers in the survey), were asked what additional information they needed to make an effective choice. There was a wide variety of responses to this question and these are summarised below.

Across all three employer groups, the most frequently mentioned additional information needed were information on the courses available and the content of courses. There were, respectively, some 47% and 44% of employers with recent VET graduates, 34% and 38% of employers with no recent VET graduates and 38% and 32% of employers with no VET graduates). A relatively high proportion of employers also felt they needed more current information (18%, 11% and 12% respectively for the employer groups).

Table 4.7: Employers by whether need additional information to make effective choice of training provider, per cent

Type of additional information needed	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
Additional information needed	30	42	38
No additional information needed	67	53	54
Additional information needed on:			
– What courses are available	47	34	38
– Content of course or analysis of course content	44	38	32
– Accreditation or directory of accredited courses	12	6	2
– Qualifications and credibility of trainers	16	6	5
– Facilities for hands-on or practical training	9	2*	3
– Funding options or subsidies available or cost of courses	6	1*	3
– More current information	18	11	12
– Ability to meet industry requirements or needs	13	11	8
– Structure of course - length, timing, location	13	11	6
– Other issues	9	6	9*

*Estimate subject to high sampling variability and should be used with caution

4.3 Reasons for not having recent VET graduate employees

Employers with no *recent* VET graduate employees gave reasons for not employing recent VET graduates. Table 4.8 shows that some two-thirds (64%) of these employers have not recruited recently because there have been no vacancies. The next most common reason was that all their training requirements are provided in-house (9%).

Table 4.8: Employers with no recent VET graduates by reasons organisation does not have recent VET graduate employees, per cent

Reasons for not employing recent VET graduates	
No recent vacancies	64
All our training requirements are provided in-house	9
Employ/select staff on ability/experience/personal attributes	6
Not aware of training available to suit our requirements	5
We have not been happy with the quality of VET qualifications	5
Have employees currently studying	4
Need staff with university qualifications	4
Other reasons	9

4.4 Reasons for not having any VET graduate employees

Employers with no VET graduates gave reasons for not having staff with VET qualifications. Table 4.9 shows that over half (58%) of these employers believe VET qualifications are not relevant to their industry, an increase since 1999 (48%). Of these employers, 52% said no qualifications at all were needed for the work they do, and a further 26% said the work of their business required higher/university qualifications. There was also a decline in the proportion of employers whose reason was they provide their own training requirements in-house from 1999 (27%) to 2001 (15%).

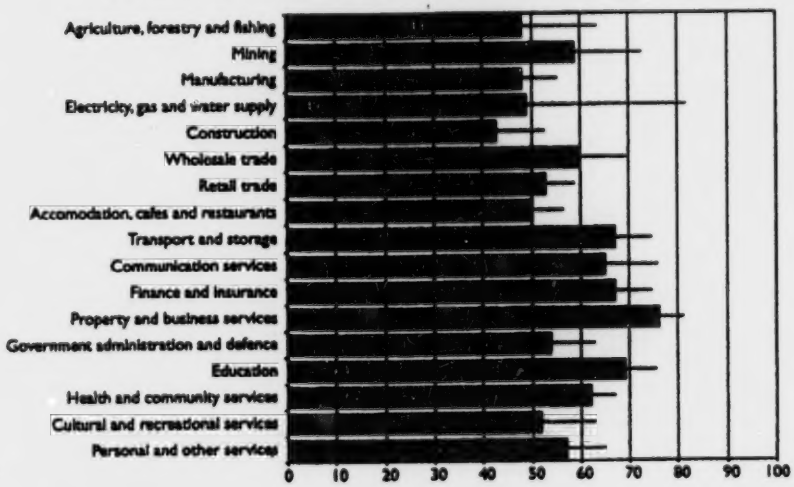
Table 4.9: Employers with no VET graduates by reasons organisation does not have VET graduate employees, per cent, 1999 and 2001

Reasons for not employing VET graduates	1999	2001
These qualifications are not relevant to our industry	48	58
All our training requirements are provided in-house	27	15
Fully qualified people not required, staff attend only the modules relevant	15	10
Have staff currently studying for such qualifications	12	8
Not aware of training available to suit our requirements	4	6
We have not been happy with the quality of VET qualifications	2	1
Other reasons	10	8

Industry

As can be seen in Figure 4.1, those employers with no VET graduates and who believe that VET qualifications are not relevant to their industry show an interesting picture across the industry groups. Industries which have traditionally high employment of VET graduates, such as Manufacturing, and Retail trade have around half such employers and the Construction industry, also high in VET graduate employment, has almost as large a proportion (43%).

Figure 4.1: Employers who reported that VET qualifications are not relevant to their industry as a reason they do not have VET graduates, by industry, per cent



* Estimate subject to high sampling variability and should be used with caution

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5 Employers with recent VET graduate employees

Overview

Employers were asked for the type of training provider from which their graduates received their training. Some two-thirds of employers reported that all or most of their recent VET graduates had trained at a TAFE, and around a quarter reported having all or mostly non-TAFE.

Overall satisfaction with the performance of VET providers was rated by employers on a scale of 1 to 10, with 1 being 'Very Dissatisfied' and 10 being 'Very Satisfied'. Employers who had all or mostly TAFE graduates were asked to give a rating of their experience with TAFE, and similarly, employers with all or mostly graduates from non-TAFE training providers were asked to give a rating for that provider type. Overall satisfaction with the VET sector was generally high in 2001 with 80% of employers of VET graduates reporting being satisfied, compared with 78% in 1997 and 83% in 1999.

As noted earlier in this report, the survey focuses on the difference between those employers with direct experience of vocational education and training and others. Employers with recent VET graduates were divided into two groups based on whether they had contact with these graduates during their course. This was determined by whether the graduate(s) had completed their training course before, or after, they commenced their current employment. All employers with recent VET graduates were asked for their views on their graduates' skills. Those who had at least one graduate who completed their course after commencing employment with them, were asked additional questions on their views on the training delivery.

For each graduate skill targeted in the survey, employers with recent VET graduates were asked how important to their organisation it is that graduates gained the skill. Among the graduates skills more likely to be cited as extremely or very important by employers were a positive attitude to work (92%), a professional approach to work (90%) and the ability to work as part of a team (88%). Employers regarded many of the skills as almost equivalent to each other in importance. Computer skills were considered least important, with less than half (45%) considering them to be extremely or very important.

Employers were asked for their level of satisfaction with each skill and to nominate the graduate skill they would most like to see improved. Employers were more likely to be satisfied with their graduates' ability to work as part of a team (79%). High proportions of employers were also satisfied with other skills of their graduates, with around three-quarters of employers being satisfied with over half the skills. These skills included a positive attitude to work (77%), a professional approach to work (76%), oral communication (76%) and practical job skills (75%). When asked for their satisfaction with graduates' skills overall, some 84% of employers reported being very or quite satisfied.

Employers were asked for their level of satisfaction with each aspect of course delivery and to nominate the aspect they would most like to see improved. Figure 5.22 shows the proportion of employers who were very or quite satisfied with each aspect of course delivery and the proportion rating each aspect as the highest priority for improvement. When asked for their satisfaction with course delivery overall, some 82% of employers reported being very or quite satisfied.

5.1 Types and numbers of graduates

Approximately 71% of employers with recent VET graduates reported that they had at least one recent VET graduate who had completed their training after taking up employment with their current employer. Employers in this group may have had a mix of graduates who completed their training before and who completed training after commencing their current employment. The remaining employers (30%) reported that all their graduates had completed their courses before taking up employment with their current employer.

Table 5.1 shows the employer groups by industry. Among the industries more likely to have employers with one or more graduates who completed their VET qualification after taking up their current employment were Communication services (96%), Government administration and defence, (94%), and Electricity, gas and water supply (92%). Among the industries more likely to have graduates who had completed their VET qualification before taking up their current employment were Mining (72%), Manufacturing (52%), Transport and storage (45%) and Wholesale trade (44%).

Table 5.1: Employers with recent VET graduates who graduated before and after commencing their current employment, by industry, per cent

Industry group (ANZSIC)	Employers with employees who graduated after starting work with them (a)	Employers with only employees who graduated before starting work with them
Agriculture, forestry and fishing	84	16*
Mining	28	72
Manufacturing	48	52
Electricity, gas and water supply	92	8*
Construction	86	14*
Wholesale trade	56	44
Retail trade	74	26
Accommodation, cafes and restaurants	75	25
Transport and storage	55	45
Communication services	96	4*
Finance and insurance	83	17*
Property and business services	64	36
Government administration and defence	94	6*
Education	79	21*
Health and community services	67	33
Cultural and recreational services	75	25*
Personal and other services	79	21*
Total	70	30

(a) Also includes employers with both groups of graduates – those graduating before starting work with the employer and those graduating after starting work with the employer.

* Estimate subject to high sampling variability and should be used with caution

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5.2 Type of training

Type of course

Different industries have different patterns of vocational training undertaken by their recently graduated employees and as table 5.2 shows overall, the proportions of employers with graduates of the different training types have changed very little. However, there have been some changes at industry level.

Among the industries with higher proportions of employers with graduates who undertook apprenticeships in 2001 were Manufacturing (65%), Construction (49%) and Retail trade (47%) industries. Examples of industries which had higher proportions of employers in 2001 compared to 1999 employing graduates with certificate/diploma level training were Manufacturing (65% in 2001 and 37% in 1999) and Construction (47% in 2001 compared to 32% in 1999).

Table 5.2: Employers, by type of training undertaken by recent VET graduates, by industry, per cent, 1999 and 2001

	Per cent of employers with employees who have undertaken:							
	Certificate/ Diploma		Apprenticeship		Traineeship		Other	
	1999	2001	1999	2001	1999	2001	1999	2001
Agriculture, forestry and fishing	57	69	15*	12*	26	23*	7*	0
Mining	67	38	38	28	1*	5*	0	19*
Manufacturing	37	65	60	65	14	10	–	1*
Electricity, gas and water supply	41	67	63	14*	8*	18*	1*	15*
Construction	32	47	71	49	3*	22	5*	3*
Wholesale trade	84	63	12	33	7*	9*	–	13
Retail trade	58	40	41	47	22	16	1*	0
Accommodation, cafes and restaurants	63	62	25	27	19	36	9	1*
Transport and storage	81	71	16	14	27	8*	3*	0
Communication services	94	97	3*	74	5*	74	1*	0
Finance and insurance	89	88	0	1*	27	1*	4*	2*
Property and business services	80	84	7	6	11	8	4	6
Government administration & defence	66	77	37	19	26	32	1*	5
Education	92	89	3*	5*	8*	14	–	4*
Health and community services	83	88	2*	2*	10	12	–	3*
Cultural and recreational services	76	81	6*	17	17	15	6*	2*
Personal and other services	47	59	54	35	4*	8*	2*	3*
Total	63	66	31	30	13	15	2	3

– Less than 1% and rounds to zero

* Estimate subject to high sampling variability and should be used with caution

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Type of provider

Figure 5.1 below summarises the type of provider from which graduates received their training. Around two-thirds (66%) of employers indicated that their recent VET graduates were all or mainly TAFE-trained. These comprised 61% with only TAFE-trained graduates and 5% with some non-TAFE trained but mostly TAFE -trained graduates.

Just over a quarter (28%) of employers indicated that all or most of their recent VET graduates had been trained by a non-TAFE training provider. These comprised 23% with all non-TAFE graduates and 5% with some TAFE trained graduates but mostly non-TAFE.

Employment size

The pattern of employing recent graduates from TAFE and/or non-TAFE training providers varies to some extent with employer size. Figure 5.2 shows that in 2001, small employers were more likely to have all TAFE trained graduates (66%) compared with medium (57%) and large employers (48%). The pattern was similar in 1999. Since 1999 there has been an increase in the proportion of large employers employing both TAFE and non-TAFE trained graduates (11% in 1999 to 26% in 2001).

Figure 5.1 Employers by type of training provider

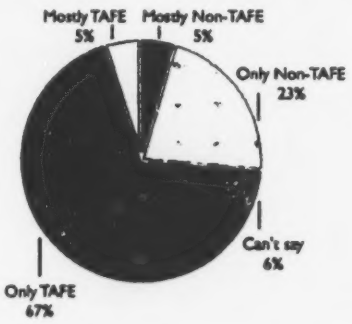
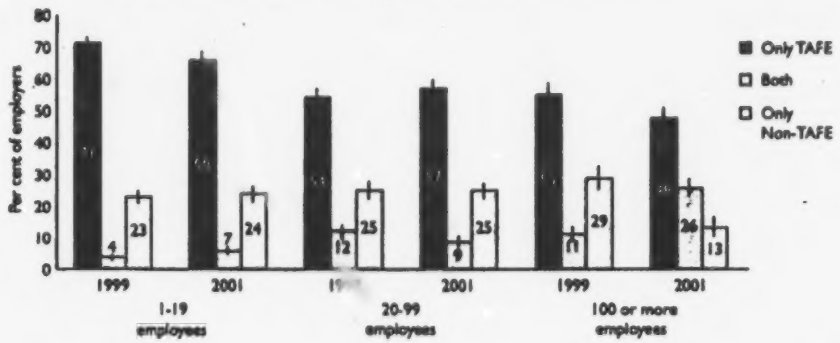


Figure 5.2 Employers by size by type of training provider, per cent, 1999 and 2001



5.3 Overall satisfaction with the VET sector

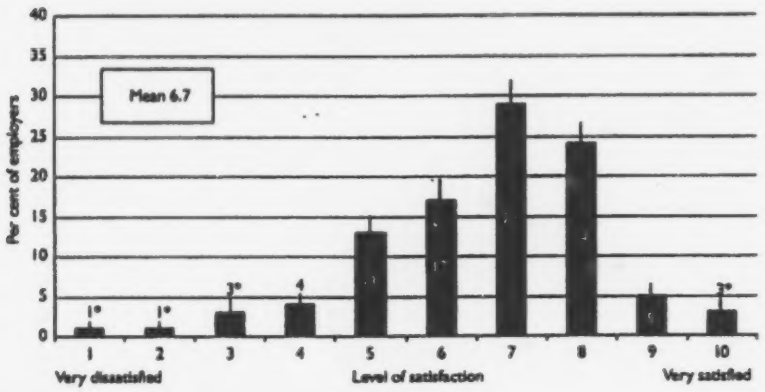
Overall satisfaction with the performance of VET providers, including both TAFE and non-TAFE training providers, was rated by employers on a scale of 1 to 10, with 1 being 'Very Dissatisfied' and 10 being 'Very Satisfied'. Employers who had all or mostly TAFE graduates were asked to give a rating of their experience with TAFE, and similarly, employers with all or mostly graduates from non-TAFE training providers were asked to give a rating for that provider type. These ratings have been combined to produce results for the VET sector as a whole. Employers who gave VET an overall rating of 6 and above on the scale were said to be 'satisfied'. These overall ratings for the VET sector are shown below for employer size, State/Territory and industry. Results are presented both as mean scores and as percentages.

Highlights include:

- overall satisfaction with the VET sector was generally high. In 2001, 80% of employers of VET graduates, compared with 83% in 1999 and 78% in 1997, gave a score of 6 or more out of 10 as a measure of their satisfaction with VET providers;
- satisfaction was high for employers of all sizes, but more so for medium employers (81%) and large employers (84%); and
- high satisfaction levels were expressed in some industries. Employers were more likely to be satisfied in the industries of Electricity, gas and water supply (95%), Communication Services (95%), Wholesale trade (89%) and Construction (88%).

In 2001, employers' mean satisfaction rating with VET training providers was 7.1 on a scale of 1 to 10 which can be seen in figure 5.5. This is very similar to the mean in satisfaction rating in 1999 of 7.2 (see figure 5.4) and slightly above the mean satisfaction rating in 1997 of 6.7 (see figure 5.3).

Figure 5.3: Satisfaction with VET providers, per cent, 1997



* Estimate subject to high sampling variability and should be used with caution

Figure 5.4: Satisfaction with VET providers, per cent, 1999

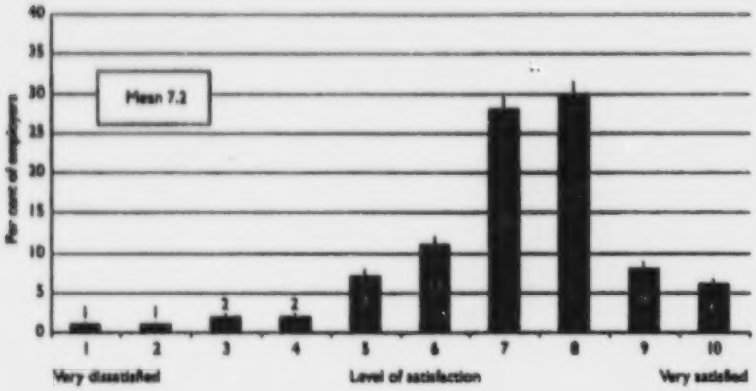
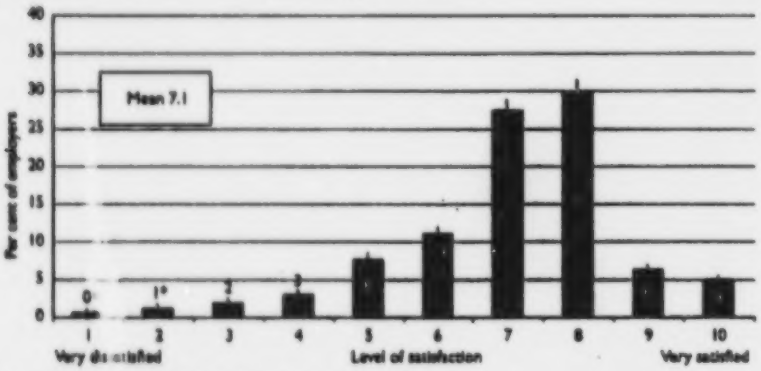


Figure 5.5: Satisfaction with VET providers, per cent, 2001



* Estimate subject to high sampling variability and should be used with caution

In figure 5.6 there is very little difference in mean ratings between large, medium and small employers, however when the individual ratings on a scale of 1 to 10 are examined on a percentage basis some differences are apparent, as seen in figure 5.7. In particular, the proportion of employers satisfied with VET training providers (giving a rating of between 6 and 10) was slightly lower among small employers (78%[1]) than medium (81%) and large employers (84%).

[1] Total satisfied in Figure 5.7 adds to 76% because of rounding

Figure 5.6: Mean score for overall satisfaction with VET providers by employer size

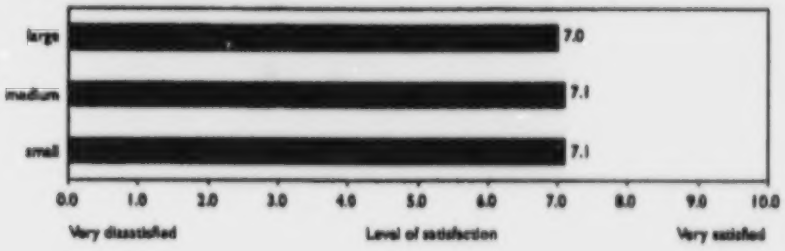
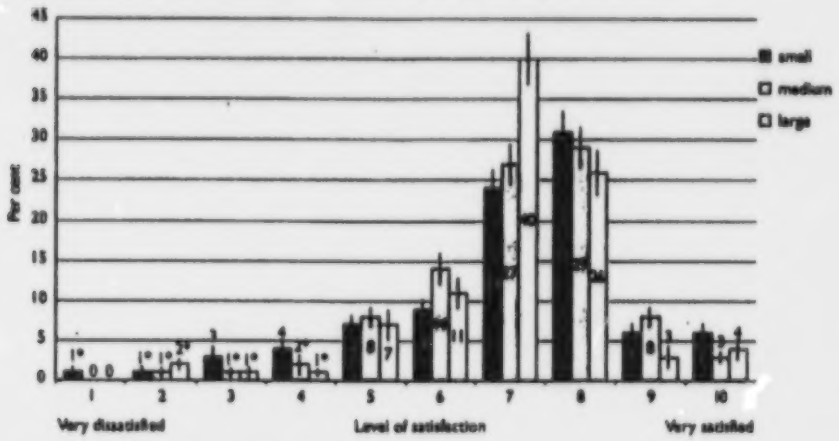


Figure 5.7: Overall satisfaction with VET providers by employer size, per cent

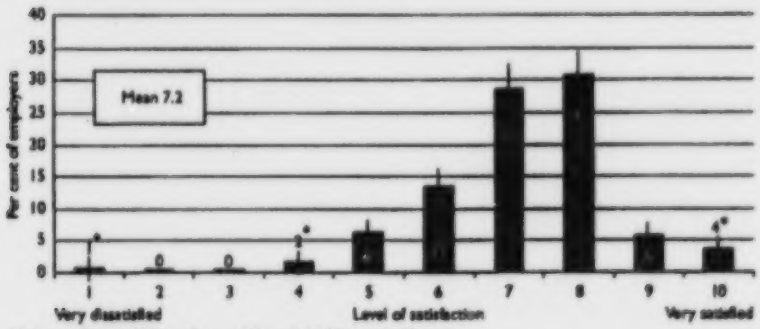


* Estimate subject to high sampling variability and should be used with caution

On a State/Territory basis, some differences in mean ratings of overall satisfaction with VET training providers were apparent. Satisfaction among New South Wales and Queensland employers (mean rating of 7.2 for both) was slightly above the national mean (7.1) and was lower than the national mean in Western Australia (mean rating of 6.6) and the Northern Territory (mean rating of 6.7). Means in other States/Territories were in the range 7.0-7.1.

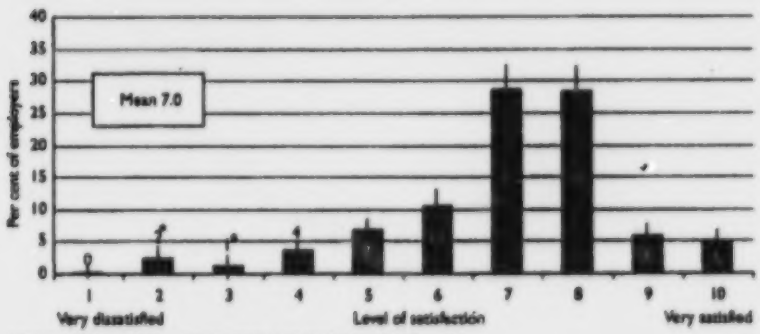
In terms of percentages, figures 5.8 to 5.15 indicate that when compared to the national figure (6%), employers with recent VET graduates in Western Australia (19%) and the Northern Territory (13%) were more likely to rate their satisfaction with VET providers at 4 or below. In all States/Territories, the most frequent ratings of satisfaction were 7 and 8.

Figure 5.8: Overall satisfaction with VET providers, New South Wales, per cent



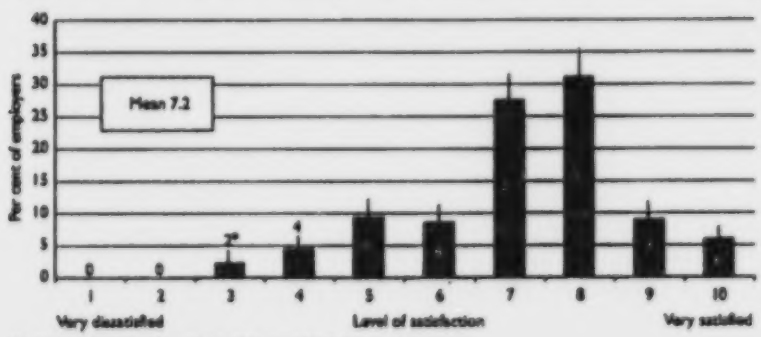
* Estimate subject to high sampling variability and should be used with caution

Figure 5.9: Overall satisfaction with VET providers, Victoria, per cent



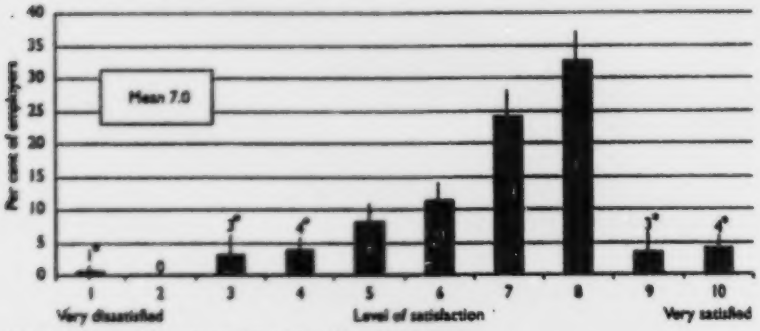
* Estimate subject to high sampling variability and should be used with caution

Figure 5.10: Overall satisfaction with VET providers, Queensland, per cent



* Estimate subject to high sampling variability and should be used with caution

Figure 5.11: Overall satisfaction with VET providers, South Australia, per cent



* Estimate subject to high sampling variability and should be used with caution

Figure 5.12: Overall satisfaction with VET providers, Western Australia, per cent

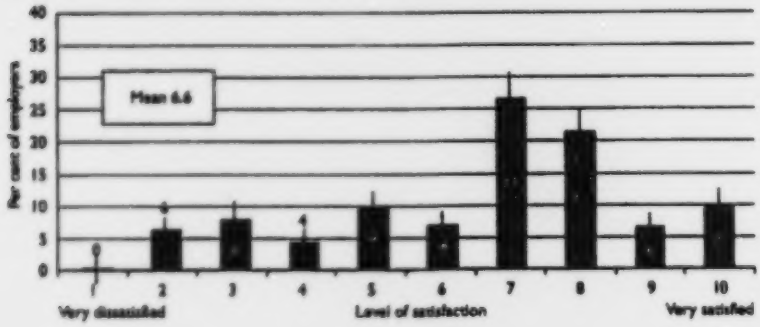
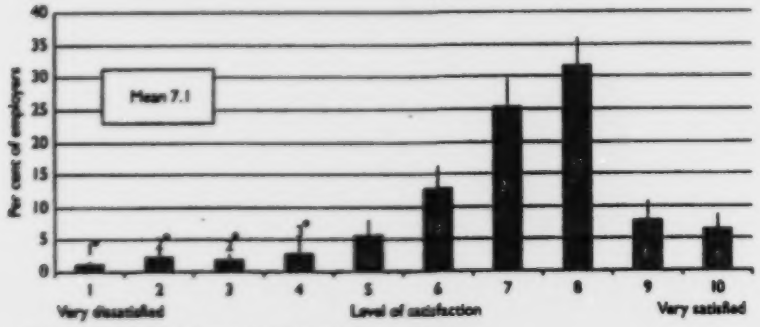
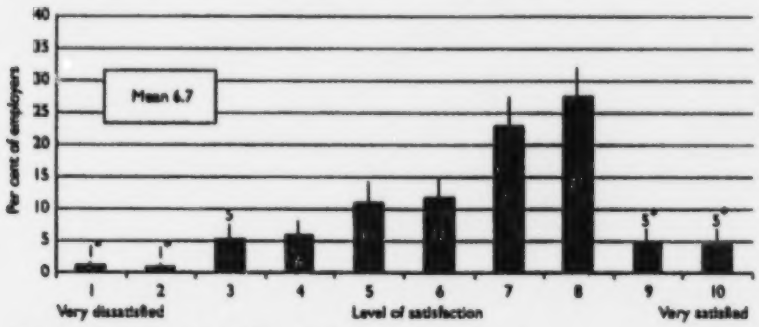


Figure 5.13: Overall satisfaction with VET providers, Tasmania, per cent



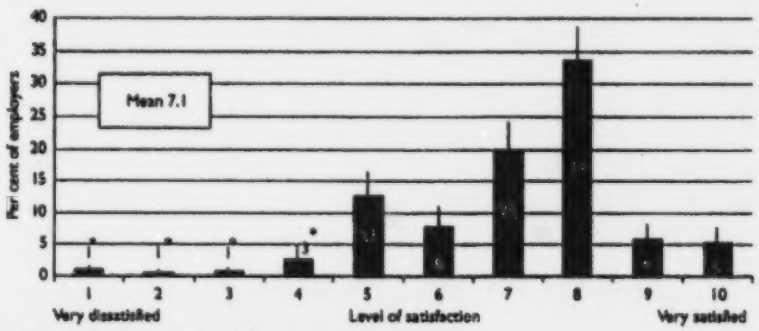
* Estimate subject to high sampling variability and should be used with caution

Figure 5.14: Overall satisfaction with VET providers, Nothern Territory, per cent



* Estimate subject to high sampling variability and should be used with caution

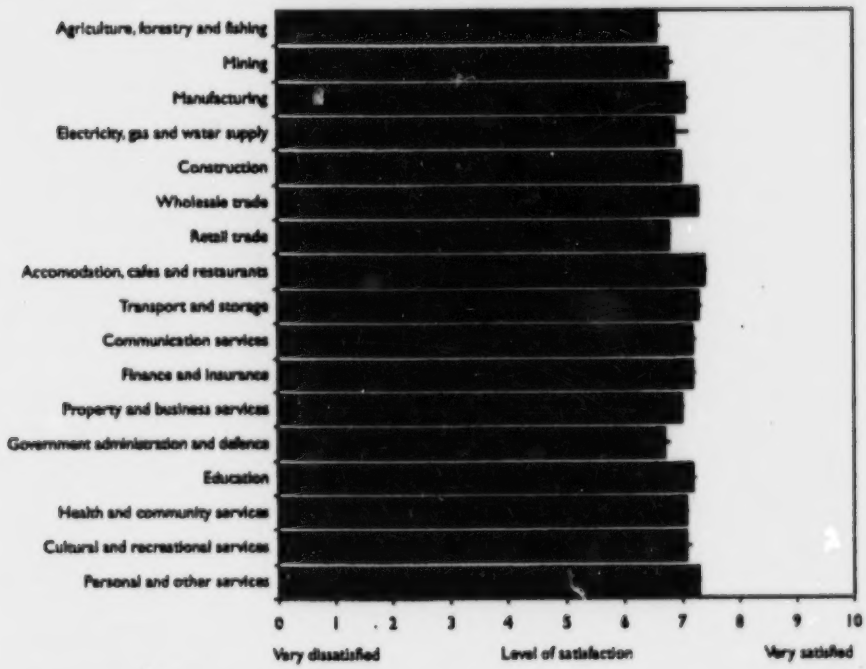
Figure 5.15: Overall satisfaction with VET providers, Australian Capital Territory, per cent



* Estimate subject to high sampling variability and should be used with caution

Generally, overall satisfaction with VET training providers was fairly constant across industries, with mean satisfaction scores generally around 7.0 to 7.3. Exceptions to this were Agriculture, forestry and fishing (mean 6.6), Government administration and defence (mean 6.7), Mining and Retail trade (both with means 6.8). Satisfaction was high in the Accommodation, cafes and restaurants industry, with a mean score of 7.4.

Figure 5.16: Mean score for overall satisfaction with VET providers, by industry



* Estimate subject to high sampling variability and should be used with caution

Overall satisfaction with TAFE

This section examines overall satisfaction with TAFE training delivery.

Employers who had employed TAFE graduates were asked to give an overall rating based on their experience with TAFE on a scale of 1 to 10, where 1 was 'Very dissatisfied' and 10 was 'Very satisfied'. The results are presented both as mean scores and as percentages, and are shown for employer size, State and industry type.

The main findings in this section include:

- overall satisfaction with TAFE was generally high, 79% of employers with TAFE graduates giving a score of 6 or over out of 10 as a measure of their satisfaction with TAFE;
- satisfaction was high for employers of all sizes, but especially so for medium (86%) and large (83%) employers;
- high levels of satisfaction were expressed in most industries. In particular by employers in Wholesale trade (98%), Electricity, gas and water supply (98%) and Mining (91%).

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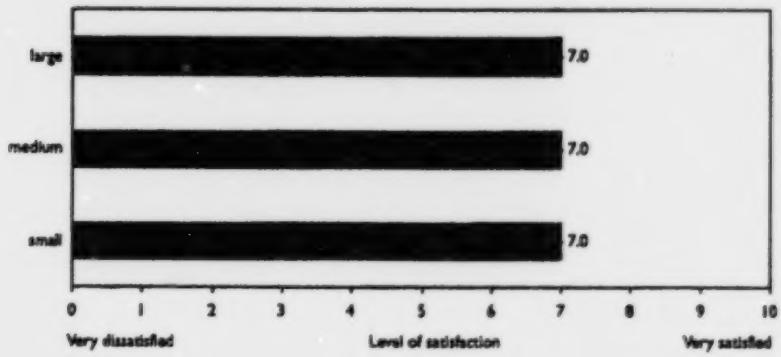
Employer size

The overall mean of employers' ratings of their satisfaction with TAFE was 7.0 on a scale of 1 to 10. Figure 5.17 shows the mean overall satisfaction ratings by employer size do not vary, at 7.0 for all sizes of employer.

Figure 5.17: Mean score for overall satisfaction with TAFE by employer size



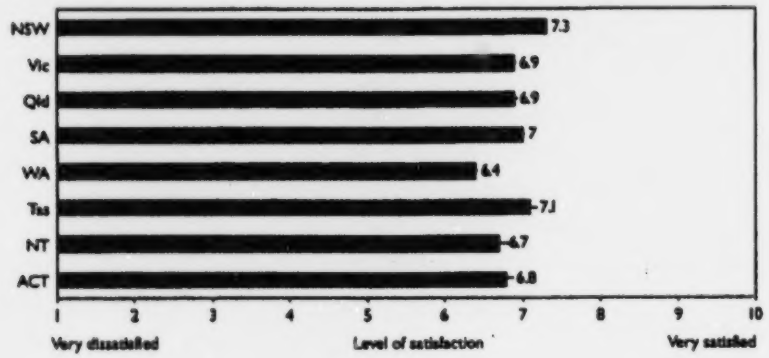
The percentage of respondents expressing a satisfaction rating of 6 or higher was greater for medium and large employers (86% and 83% respectively) than for small employers (74%). There was little variation in the proportion dissatisfied with TAFE overall (defined as a rating of 4 or lower) with small proportions expressing dissatisfaction (9% of small, 6% of medium and 3% of large employers).

State/Territory

Figure 5.18 shows the range of mean satisfaction ratings by State/Territory was between 6.4 and 7.3. There was some difference across jurisdictions with higher mean ratings for TAFE in New South Wales (7.3) and lower means in Western Australia (6.4).

In terms of percentages of employers giving a rating of 6 or higher, among the jurisdictions with higher levels of satisfaction with TAFE were New South Wales (85%) and Tasmania (84%). Among those with lower levels of satisfaction still had around two-thirds of employers who were satisfied and include Western Australia and the Australian Capital Territory (both 66%). However, in Victoria and the Australian Capital Territory a slightly larger proportion of employers reported a 'can't say' response (10% and 13% respectively). Higher levels of dissatisfaction with TAFE among employers were in Western Australia (23%) and the Northern Territory (14%).

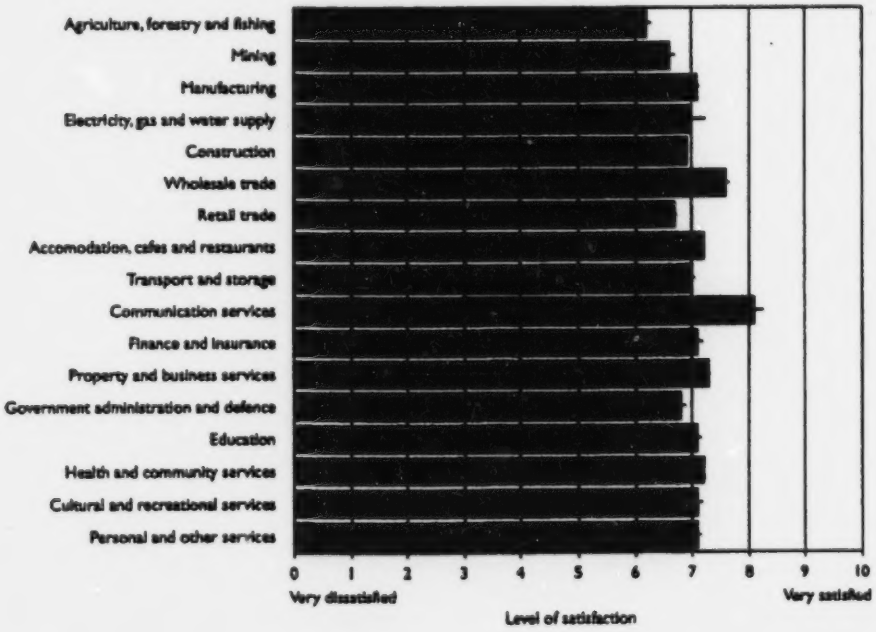
Figure 5.18: Mean score for overall satisfaction with TAFE providers, by State/Territory



Industry

Mean overall satisfaction scores by industry ranged from 6.2 to 8.1. Employers in Agriculture, forestry and fishing (6.2) were less likely to be satisfied, while in Communication services (8.1) employers were more likely to be satisfied. Among the industries with high proportions of employers who were satisfied with TAFE, (i.e. gave ratings of 6 and above), were Wholesale trade (98%), Electricity, gas and water supply (98%) and Mining (91%). In the industries with lower satisfaction levels over two-thirds of employers reported being satisfied and these included Retail trade (71%) and Agriculture (72%).

Figure 5.19: Mean score for overall satisfaction with TAFE, by industry



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Overall satisfaction with TAFE - Comparison with 1995, 1997, 1999 and 2001

Overall satisfaction with TAFE in 1995 is not directly comparable with the results of later surveys since the earlier survey asked two questions; overall satisfaction with graduates who received their training prior to being employed with the organisation, and overall satisfaction with graduates who completed their qualification after starting with the organisation. However, the scale used was identical and some comparisons can be made between the mean scores for 1995, 1997, 1999 and 2001.

Table 5.3 shows that in 1995, large employers were more likely to report being satisfied (mean score of 7.6 and 7.4). In 1997, there was little variation in the mean satisfaction score across employer size. In 1999 however, large employers were less likely to report being satisfied with the mean satisfaction score for large employers falling to 6.8 and the mean for both small and medium employers both rising to 7.2.

Table 5.3: Mean scores for overall satisfaction with TAFE by employer size, 1995, 1997, 1999 and 2001

Employer size	1995-Completed TAFE before employment	1995-Completed TAFE after employment	1997-Employers of TAFE graduates	1999-Employers of TAFE graduates	2001-Employers of TAFE graduates
Small	6.7	6.4	6.6	7.2	7.0
Medium	6.4	6.4	6.7	7.2	7.0
Large	7.6	7.4	6.6	6.8	7.0

Table 5.4 shows the overall mean satisfaction scores for TAFE by State/Territory for 1995, 1997, 1999 and 2001. In 2001 there was an apparent improvement in the mean satisfaction score in Tasmania, while Victoria, South Australia and Western Australia show a decline.

Table 5.4: Mean scores for overall satisfaction with TAFE by State/Territory, 1995, 1997, 1999 and 2001

State	1995-Completed TAFE before employment	1995-Completed TAFE after employment	1997-Employers of TAFE graduates	1999-Employers of TAFE graduates	2001-Employers of TAFE graduates
NSW	6.9	6.6	6.5	7.4	7.3
Vic	6.7	6.2	7.0	7.2	6.9
Qld	6.8	6.5	6.5	6.8	6.9
SA	6.2	6.7	6.8	7.4	7.0
WA	6.5	6.8	6.5	6.9	6.4
Tas	6.6	6.7	6.6	6.6	7.1
NT	5.6	6.8	6.2	6.7	6.7
ACT	6.2	5.9	6.4	6.8	6.8

5.4 Views on skills of graduates and course delivery

As noted earlier in this report, the 2001 survey focuses on the difference between those employers with direct experience of vocational education and training and others. Employers with recent VET graduates were divided into two groups based on whether they had contact with these graduates during their course. All employers in both groups were asked for their views on graduates' skills. Employers with at least one graduate whom they employed (ie had contact) while the graduate was doing the course, were asked additional questions on their views on course delivery. This section reports on employers who provided views on graduates' skills. Discussion relates to their views on the importance of selected aspects of skills along with areas in need of improvement and their satisfaction with graduates' skills.

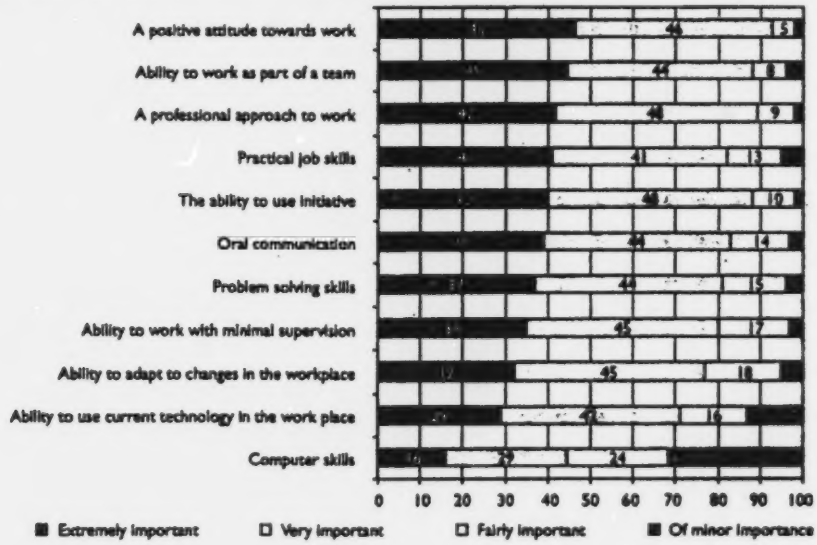
Section 5.5, which follows, reports on employers who were asked about course delivery, and relates to their views on the importance of selected aspects of courses, along with areas in need of improvement and their satisfaction with delivery of VET courses.

Relative importance of graduates' skills

For each graduate skill targeted in the survey, employers with recent VET graduates were asked how important to their organisation it is that graduates gained the skill. Figure 5.20 shows employers' views on the relative importance of the skills.

Among the graduates skills more likely to be cited as extremely or very important by employers were a positive attitude to work (92%), a professional approach to work (90%) and the ability to work as part of a team (89%). Employers regarded many of the skills as almost equivalent to each other in importance. Computer skills were considered least important, with less than half (45%) considering them to be extremely or very important.

Figure 5.20: Employers with recent VET graduates by importance of aspects of graduates' skills, per cent


A positive attitude towards work
Ability to work as part of a team
A professional approach to work
Practical job skills
The ability to use initiative
Oral communication
Problem solving skills
Ability to work with minimal supervision
Ability to adapt to changes in the workplace
Ability to use current technology in the work place
Computer skills
0 10 20 30 40 50 60 70 80 90 100
Extremely important
Very important
Fairly important
Of minor importance

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Satisfaction with skills compared with priorities for improvement

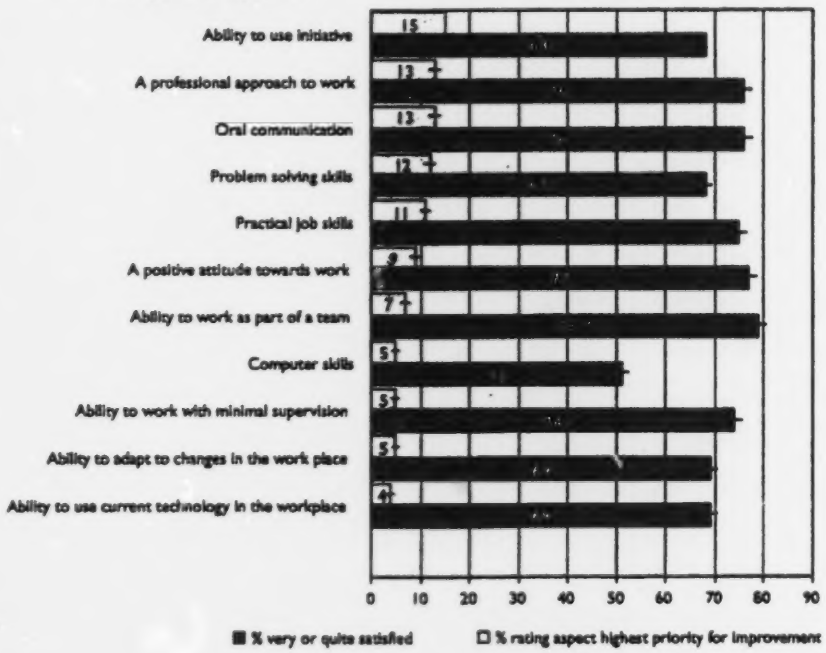
Employers were asked for their level of satisfaction with each skill and to nominate the graduate skill they would most like to see improved. Figure 5.21 shows the proportion of employers who were very or quite satisfied with each of the skills and the proportion rating each skill as the highest priority for improvement. When asked for their satisfaction with graduates' skills overall, some 84% of employers reported being very or quite satisfied.

Employers were more likely to be satisfied with their graduates' ability to work as part of a team (79%). High proportions of employers were also satisfied with other skills of their graduates, with around three-quarters of employers being satisfied with over half the skills. These skills included a positive attitude to work (77%), a professional approach to work (76%), oral communication (76%) and practical job skills (75%).

Among the skills employers were less likely to be satisfied with were graduates' problem solving skills and ability to use initiative (both 68%). Ability to use initiative (15%) and oral communication and a professional approach to work (both 13%) were more likely to be reported by employers as being the skills they would most like to see improved. Although a somewhat low proportion of employers were satisfied with graduates' computer skills (51%), a relatively high proportion (17%) reported that they were unable to comment on this aspect of graduates' skills. Computer skills were also least likely to be rated as extremely or very important for graduates to have acquired through their training.

Employers were also asked separately (rather than relative to other skills) about the importance of graduates' work ethic and their satisfaction with graduates work ethic. Some 89% of employers considered work ethic to be extremely (52%) or very (37%) important and a similar proportion (90%) were satisfied with the work ethic of graduates.

Figure 5.21: Employers with recent VET graduates by satisfied with skills and skill rated most in need of improvement, per cent



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Satisfaction levels with graduates' skills

For each graduate skill, the employers of VET graduates were asked to rate their satisfaction level on a five point scale. Satisfaction with each skill, by satisfaction level and State/Territory are shown below. For the discussion, the skills are grouped into four different aspects: personal attributes, applied skills, interaction in the workplace and responsibility/resourcefulness.

Personal attributes – professional approach to work, positive attitude to work

Employers' satisfaction with graduates' professional approach to work and their positive attitude to work are quite high, with around three-quarters (76% and 77%, respectively) being very or quite satisfied nationally.

For both of these aspects of graduates' skills, small sized employers for were more likely than medium or large employers to be very or quite satisfied. Some 80% were satisfied with both graduates' professional approach to work and positive attitude to work, compared with 72% and 75% respectively, for medium employers and 70% and 69%, respectively, for large employers.

Table 5.5: Employers' satisfaction with graduates' professional approach to work, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	18	22	29	23	19	32	24	32	22
2. Quite satisfied	57	59	49	44	50	49	50	51	54
3. Neither satisfied nor dissatisfied	9	14	18	23	17	12	18	12	14
4. Quite dissatisfied	8	4	2*	5	12	4*	4*	3*	6
5. Very dissatisfied	1*	0*	0*	1*	0*	0*	0*	0*	1*
Can't say	7	2*	1*	4*	1*	3*	2*	2*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.6: Employers' satisfaction with graduates' positive attitude towards work, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	30	26	29	25	22	33	18	31	28
2. Quite satisfied	51	50	44	48	49	48	59	50	49
3. Neither satisfied nor dissatisfied	8	15	22	16	17	14	15	14	14
4. Quite dissatisfied	4	4	2*	5	5	2*	5	2*	4
5. Very dissatisfied	0*	0*	0*	0*	6	0*	0*	0*	1*
Can't say	6	4	2*	6	1*	3*	3*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Applied skills – practical job skills, computer skills, use of current technology in the workplace

Employers' views on the applied skills of graduates are less positive than their views on other aspects of graduates' skills. Of the aspects of applied skills, employers' satisfaction with practical job skills is highest with some three-quarters (75%) being very or quite satisfied at a national level. This followed by graduates' use of current technology in the workplace, with around two-thirds (69%) very or quite satisfied at a national level. Graduates' computer skills appear to need some improvement with around half of employers being satisfied, however, a relatively high proportion (17%) of employers were unable to comment on graduates' computer skills. Also, as shown in Figure 5.21, computer skills were nominated as highest priority for improvement by just 5% of employers.

Across jurisdictions, employers in Tasmania (89%) and the Australian Capital Territory (87%) were more likely to be satisfied with graduates' practical job skills while the distribution of views on graduates' use of current technology in the workplace was fairly evenly distributed across jurisdictions.

Across employer size there was little difference in satisfaction, with levels generally reflecting the national picture.

Table 5.7: Employers' satisfaction with graduates' practical job skills, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	24	27	23	25	22	33	26	31	25
2. Quite satisfied	45	47	57	52	58	56	55	56	50
3. Neither satisfied nor dissatisfied	18	18	17	14	9	5	13	10	16
4. Quite dissatisfied	4	6	2*	5	4*	4*	6	1*	4
5. Very dissatisfied	2*	0*	0*	1*	6	1*	0*	0*	1*
Can't say	7	2*	1*	4*	1*	2*	1*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.8: Employers' satisfaction with graduates' computer skills, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	11	16	10	16	10	22	15	17	13
2. Quite satisfied	40	41	37	35	29	39	28	46	38
3. Neither satisfied nor dissatisfied	23	26	35	20	30	20	24	20	26
4. Quite dissatisfied	3*	5	3*	7	5	5	9	6	4
5. Very dissatisfied	1*	0*	1*	0*	8	1*	2*	0*	2
Can't say	20	12	14	22	18	14	21	10	17
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.9: Employers' satisfaction with graduates' use of current technology in the workplace, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	18	22	21	17	20	30	20	26	20
2. Quite satisfied	49	48	50	52	48	47	52	49	49
3. Neither satisfied nor dissatisfied	13	19	20	17	20	15	14	17	16
4. Quite dissatisfied	2*	3*	3*	6	9	3*	9	2*	3
5. Very dissatisfied	1*	0*	0*	0*	1*	0*	1*	1*	1*
Can't say	16	8	7	7	2*	4*	4*	6	10
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Interaction in the workplace – oral communication and ability to work as part of a team

Overall, around three-quarters of employers were very or quite satisfied with graduates' interaction in the workplace (76% for oral communication and 79% for graduates' ability to work in a team). Employers in Queensland (25%), Tasmania (28%) and the Australian Capital Territory (24%) were more likely to be very satisfied when compared to the national average (18%), while New South Wales had the highest proportion of employers who were quite satisfied with graduates' oral communication skills. Employers' satisfaction with graduates' ability to work as part of a team was similar across jurisdictions, with around half (range 47% to 53%) being quite satisfied and between a quarter and a third being very satisfied (range 24% to 36%).

Across employer size, there was little difference in the proportions of employers reporting they were very or quite satisfied. However, if those reporting they were very satisfied are considered separately, small employers were more likely than medium or large ones to be very satisfied (36% of small, 23% of medium and 22% of large).

Table 5.10: Employers' satisfaction with graduates' oral communication skills, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	13	25	21	19	14	28	18	24	18
2. Quite satisfied	65	51	54	54	55	49	49	53	58
3. Neither satisfied nor dissatisfied	11	16	19	17	28	13	20	16	15
4. Quite dissatisfied	2*	6	4*	5	2*	6	9	5	4
5. Very dissatisfied	1*	1*	1*	0*	0*	2*	0*	0*	1*
Can't say	8	2*	1*	5	1*	2*	3*	2*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.11: Employers' satisfaction with graduates' ability to work as part of a team, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	33	27	27	30	28	33	24	36	30
2. Quite satisfied	49	49	52	48	49	53	52	47	49
3. Neither satisfied nor dissatisfied	9	18	16	13	16	9	16	13	13
4. Quite dissatisfied	3*	2*	3*	4*	2*	3*	4*	1*	3
5. Very dissatisfied	0*	1*	1*	0*	6	0*	0*	1*	1*
Can't say	7	3*	2*	6	1*	2*	3*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Responsibility/resourcefulness – problem solving, ability to use initiative, ability to work with minimal supervision, ability to adapt to changes in the workplace

Overall, between two-thirds and three-quarters of employers were quite or very satisfied with the aspects of responsibility/resourcefulness (68%, 68%, 74% and 69% respectively). Generally for these aspects of graduates' skills, higher proportions of employers reported that they were neither satisfied nor dissatisfied compared to other skills. At a national level, some one in five employers (19%) had this view for graduates' ability to use initiative, ability to adapt to changes in the workplace and their problem solving skills, while ability to work with minimal supervision was slightly lower (15%). Also at a national level, employers were more likely to be dissatisfied with responsibility/resourcefulness skills, overall, compared to other aspects of graduates' skills.

Also across these aspects, there are slightly larger proportions of employers reporting that they are quite dissatisfied. For example, employers in Western Australia (17%) and Tasmania (11%) had relatively high proportions being quite dissatisfied with problem solving skills and in New South Wales (10%), Victoria (10%) and Western Australia (14%) employers had relatively high proportions quite dissatisfied with graduates' ability to use initiative.

As a general pattern over the four aspects of responsibility/resourcefulness, small employers were more likely to be satisfied than medium or large ones. In particular, they were consistently more likely to report being very satisfied, with around one in four to one in five (range 20% to 28%) small employers reporting they were very satisfied compared to around one in ten for medium (range 9% to 17%) and slightly more for large (range 12% to 19%).

Table 5.12: Employers' satisfaction with graduates' problem solving skills, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	15	20	14	19	12	22	18	19	16
2. Quite satisfied	56	47	50	52	47	49	50	56	52
3. Neither satisfied nor dissatisfied	14	23	28	18	22	15	25	15	19
4. Quite dissatisfied	7	6	6	6	17	11	5	6	7
5. Very dissatisfied	1*	1*	2*	1*	0*	1*	1*	2*	1*
Can't say	7	3*	1*	4*	3*	2*	2*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.13: Employers' satisfaction with graduates' ability to use initiative, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	25	21	13	18	17	26	20	20	21
2. Quite satisfied	42	45	56	49	47	49	52	53	47
3. Neither satisfied nor dissatisfied	15	20	25	24	19	15	18	15	19
4. Quite dissatisfied	10	10	3*	3*	14	7	8	8	8
5. Very dissatisfied	1*	0*	1*	2*	0*	2*	1*	0*	1*
Can't say	7	3*	1*	4*	2*	2*	2*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.14: Employers' satisfaction with graduates' ability to work with minimal supervision, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	26	22	22	21	16	28	22	25	23
2. Quite satisfied	48	57	49	54	50	52	52	55	51
3. Neither satisfied nor dissatisfied	13	14	17	16	21	14	15	12	15
4. Quite dissatisfied	6	5	7	4*	6	4*	8	4*	6
5. Very dissatisfied	0*	0*	0*	1*	6	1*	2*	0*	1*
Can't say	6	2*	4*	4*	1*	2*	2*	3*	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.15: Employers' satisfaction with graduates' ability to adapt to changes in the workplace, per cent

Satisfaction level	NSW n=547	VIC n=526	QLD n=428	SA n=438	WA n=409	TAS n=367	NT n=263	ACT n=293	AUST n=3,271
1. Very satisfied	19	16	14	19	13	29	17	20	17
2. Quite satisfied	52	49	53	55	55	48	43	57	52
3. Neither satisfied nor dissatisfied	14	26	25	17	23	16	27	16	19
4. Quite dissatisfied	4	3*	5	4*	2*	3*	10	3*	4
5. Very dissatisfied	2*	0*	1*	0*	6	0*	0*	1*	1*
Can't say	9	7	2*	5	1*	3*	4*	4*	6
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

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Industry satisfaction with graduates' skills overall

After being asked to provide their satisfaction levels with selected aspects of graduates' skills, employers' were asked for their satisfaction with graduates' skills, overall.

At a national level, around one in four employers (25%) reported being very satisfied with graduates' skills overall. Employers in the Communications industry were most likely to report being very satisfied with graduates' skills overall (79%), followed by employers in Personal and other services (38%) and Education (37%). When the combined proportions of those very satisfied and quite satisfied are considered, industries with higher proportions of employers satisfied include Electricity, gas and water supply (99%), Wholesale trade (97%) and Communication services (96%).

Among the industries with low proportions of employers reporting they were very or quite satisfied were Mining (61%) and Retail trade (73%). Also, these two industries had relatively high proportions of employers reporting they were neither satisfied nor dissatisfied (21% and 12%, respectively, compared to 10% for all industries) and they had relatively high proportions reporting they were quite dissatisfied (18% and 13% respectively, compared to 5% for all industries).

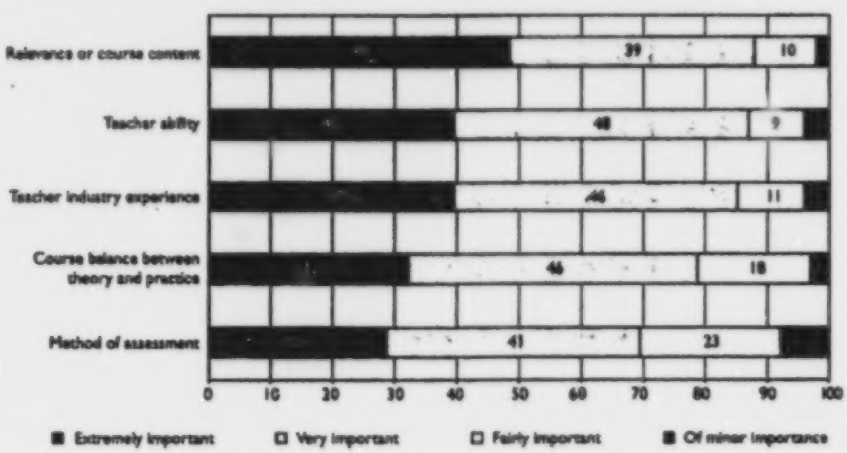
5.5 Views on course delivery

As noted earlier in this chapter, this section reports on employers with recent VET graduates who provided views on their graduates' course. These employers had at least one graduate whose course was completed after commencing employment with them. Discussion relates to their views on the importance of selected aspects of course delivery along with areas in need of improvement, and their satisfaction with course delivery.

Relative importance of aspects of course delivery

For each course aspect targeted in the survey, employers with recent VET graduates were asked how important is each course aspect to training for their organisation. Figure 5.22 shows employers' views on the relative importance of the course aspects.

Figure 5.22: Employers with recent VET graduates by importance of aspects of course delivery, per cent



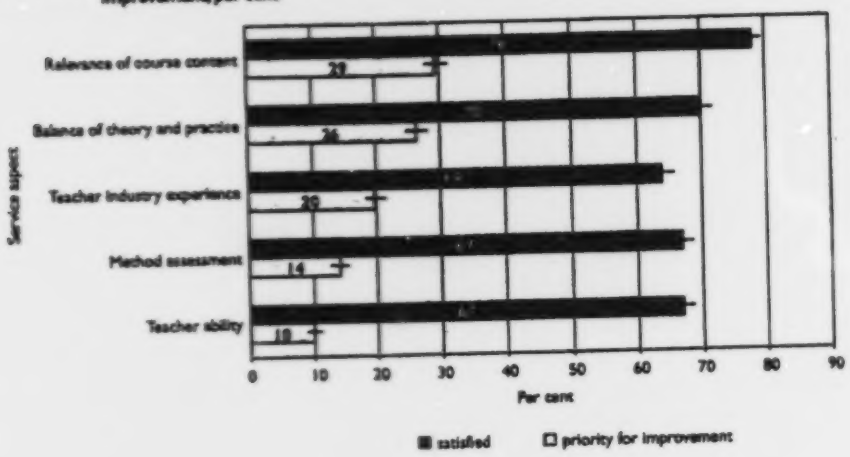
Among the aspects more likely to be cited as extremely or very important by employers were relevance of course content (87%) and teacher ability (88%). Relevance of course content was most likely to be reported as extremely important (48%). Employers regarded teacher ability and teacher industry experience as almost equivalent to each other in importance. Of the five aspects of course delivery, method of assessment was considered least important by employers. Some 70% regarded this as extremely or very important, compared with the other aspects which were regarded as extremely or very important by at least 78% of employers.

Satisfaction with course delivery compared with priorities for improvement

Employers were asked for their level of satisfaction with each aspect of course delivery and to nominate the aspect they would most like to see improved. Figure 5.23 shows the proportion of employers who were very or quite satisfied with each aspect of course delivery and the proportion rating each aspect as the highest priority for improvement. When asked for their satisfaction with course delivery overall, some 82% of employers reported being very or quite satisfied.

Of the aspects of course delivery, employers were more likely to be satisfied with relevance of course content (78%) and less likely to be satisfied with teacher industry experience (64%). Also, while the majority were satisfied with the relevance of course content, this was more likely to be reported as being most in need of improvement (29%), along with course balance between theory and practice (26%).

Figure 5.23: Employers of recent VET graduates satisfied with course delivery and priority for improvement, per cent



Satisfaction levels with course delivery

For each aspect of course delivery, satisfaction level and state/territory are shown below. For discussion, the aspects are grouped in to three types: course content, teacher skills and knowledge and method of assessment.

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Course content – relevance and balance between theory and practice

Employers' satisfaction with course content is quite high, with around three-quarters being very or quite satisfied in most jurisdictions. Employers in New South Wales were amongst those more likely to be satisfied with both aspects of course content (81% for relevance and 72% for balance between theory and practice). Across business size there was very little difference in employers' satisfaction with both relevance of course content (76% of small, 78% of medium and 78% of large) and course balance between theory and practice (71% of small, 70% of medium and 70% of large).

Industries in which employers were more likely to be very or quite satisfied with relevance of course content were Electricity, gas and water supply (96%), Transport and storage (92%) and Communication services (91%). Overall, employers' satisfaction with course balance between theory and practice (70%) was slightly lower than for relevance of course content (78%). Industries in which employers were more likely to be very or quite satisfied with balance between theory and practice were Communication services (89%), Education (82%) and Accommodation, cafes and restaurants (78%).

Table 5.16: Employers' satisfaction with relevance of course content, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	20	22	33	19	22	29	19	20	23
2. Quite satisfied	61	53	44	56	52	50	52	55	54
3. Neither satisfied nor dissatisfied	8	17	10	8	12	12	14	10	11
4. Quite dissatisfied	3*	6	8	7	5	3*	9	6	5
5. Very dissatisfied	2*	1*	2*	4*	8	4*	2*	1*	2
Can't say	6	2*	3*	6	1*	3*	3*	8	4
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.17: Employers' satisfaction with course balance between theory and practice, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	15	12	24	17	13	22	17	13	17
2. Quite satisfied	57	56	46	54	54	49	47	55	54
3. Neither satisfied nor dissatisfied	13	19	18	14	16	17	18	13	16
4. Quite dissatisfied	6	10	7	8	12	5	14	9	8
5. Very dissatisfied	2*	0*	0*	1*	0*	1*	2*	1*	1*
Can't say	7	3*	5	6	4*	5	2*	9	5
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

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Teacher skills and knowledge – teacher ability and teacher industry experience

Employers' satisfaction with teacher skills is, overall, lower than for course content, with around two-thirds (66% for teacher ability and 64% for teacher industry experience) being very or quite satisfied in most jurisdictions. There was very little difference across jurisdictions.

Across business size there was little difference in employers' satisfaction with teacher ability (68% of small, 64% of medium and 70% of large) however, their satisfaction with teacher industry experience was more likely to be higher in large businesses (72%) compared to medium (56%) and small 66%).

Employers in Communication services were more likely to be satisfied with both aspects of teacher skills (95% for ability and 85% for industry experience). Other industries with high satisfaction levels for teacher ability were Wholesale trade (87%), Manufacturing (78%) and for teacher industry experience it was Education (79%).

Table 5.18: Employers' satisfaction with teacher ability, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	15	16	26	17	21	22	16	17	18
2. Quite satisfied	49	49	45	49	51	42	47	47	48
3. Neither satisfied nor dissatisfied	17	19	13	16	16	22	19	19	16
4. Quite dissatisfied	6	7	2*	7	8	5	9	5*	5
5. Very dissatisfied	2*	1*	0*	1*	0*	3*	1*	0*	1*
Can't say	12	9	13	11	4*	5	8	11	10
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

Table 5.19: Employers' satisfaction with teacher industry experience, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	15	15	24	13	17	20	21	15	17
2. Quite satisfied	49	45	46	45	48	42	40	44	47
3. Neither satisfied nor dissatisfied	16	20	16	18	15	17	15	23	17
4. Quite dissatisfied	7	8	4*	6	4*	7	13	7	6
5. Very dissatisfied	1*	1*	2*	4*	9	4*	0*	0*	2
Can't say	12	12	9	14	7	11	10	11	11
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

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Method of assessment

Around two-thirds (68%) of employers were very or quite satisfied with method of assessment. In most jurisdictions, satisfaction levels were close to the national figure, although the Northern Territory was somewhat below with just over half (55%) reporting they were satisfied.

Across business size there was little difference in employers' satisfaction with method of assessment (67% of small, 68% of medium and 66% of large).

Employers in Communication services (89%) and Wholesale trade (82%) were among those more likely to be satisfied with method of assessment. Employers in Retail trade (59%) were less likely to report being satisfied.

Table 5.20: Employers' satisfaction with method of assessment, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	12	14	24	17	12	20	15	13	16
2. Quite satisfied	58	48	48	47	52	43	40	48	52
3. Neither satisfied nor dissatisfied	10	21	15	15	24	21	23	17	15
4. Quite dissatisfied	7	9	7	14	6	9	13	10	8
5. Very dissatisfied	1*	1*	1*	1*	2*	3*	4*	3*	1*
Can't say	12	7	5	7	5	4*	4*	10	8
Total	100	100	100	100	100	100	100	100	100

* Estimate is subject to high sampling variability and should be used with caution

6. Employers' training practices and related issues

Overview

Employers with recent VET graduates and those with no VET graduates were asked for some general information on their organisation's training practices and related issues, such as providing work experience for students and their main source of information on VET related matters. Results show a difference between the three employer groups, with employers with no VET graduates being less likely to subsidise or pay for employees' training. However, the pattern of usage of external training organisations is similar within each group of employer. In all groups, large employers were more likely to provide training overall. Employers in all groups also delivered accredited training using Training Packages.

Employers with recent VET graduates tended to use TAFE more as their main source of information than employers with no recent VET graduates and employers with no VET graduates, although Industry associations were more likely to be reported as the main source of information overall. Employers with recent VET graduates were also more likely to have personal contact with training providers. Of employers who wanted input into training delivery, the majority reported wanting input into course content generally, reflecting the general views of all employers, which show the majority of employers felt that employers should have more input into course content (discussed in Section 4), and that course content is high on the list of priorities for improvement (discussed in Section 5).

6.1 Training provided for employees

Employer provided training

All employers in the survey were asked whether they had paid for, or subsidised the cost of, employees' training during the 12 months prior to the survey. They were asked broadly about three types of training:

- On-the-job training, that is, by showing an employee how to improve their job skills in work being undertaken;
- In-house training, that is, organised by the employer for own staff using employer's staff or training consultants; and
- External training, that is, organised and conducted at venues outside the workplace by training or educational establishments, agencies or private consultants.

As Table 6.1 shows, overall, employers are providing more training. In 2001 around four out of five (81%) employers with recent VET graduates had paid for, or subsidised the cost of, employee training during the 12 months prior to the survey and this is an increase in the proportion who did so since 1999 (73%) and in 1997 (78%).

Table 6.1: Whether training provided by types of training, per cent, 1999 and 2001

	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001 (a)	1999	2001
Training provided	73	81	68	40	48
– On-the-job-training	35	53	36	17	46
– In-house training	36	52	46	16	45
– External training	62	92	88	32	79
Training not provided	27	18	32	59	50

(a) Not collected prior to 2001

In 2001, employers with no recent VET graduates were less likely to have paid for, or subsidised the cost of, employee training than those with recent VET graduates with around two-thirds (68%) providing training over the same period. Of the three employer groups, employers with no VET graduates were least likely to provide training with around half doing so (48%). However, this is an increase in training provision since 1999 (40%).

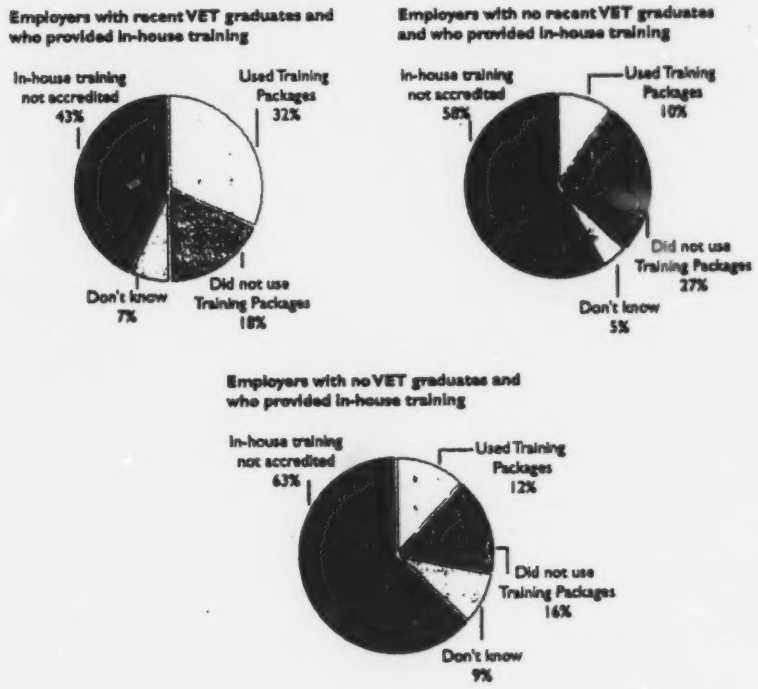
Overall, external training was more likely to be provided than other training by employers in all three groups (92%, 88% and 79% respectively). Of those employers with VET graduates and who had paid for, or subsidised the cost of, employee training, some 92% had provided external training and around half provided in-house training (52%) and on-the-job training (53%). The employers in the other two groups who paid for, or subsidised, employee training, showed a similar pattern of training provision.

In-house training and Training Packages

In 1998, the Australian National Training Authority introduced a new approach to vocational education and training. Competencies, qualifications and assessment guidelines have been linked and combined in Training Packages. These Training Packages are developed by national Industry Training Advisory Boards (ITABs) and tailored to meet industry needs. Also, many businesses have extensive and sophisticated training operations and these businesses can register to enable them to train employees to industry standards using Training Packages. All employers in the survey who reported providing in-house training for their employees were asked whether any training was accredited and, if so, whether that training had been delivered using Training Packages. The above information was provided to respondents to assist them.

Overall, there has been an increase in the use of training packages since 1999. Figure 6.1 shows the type of in-house training delivered for each of the three employer groups in 2001.

Figure 6.1: Employers who provided in-house training by whether accredited and delivered using Training Packages, per cent


Employers with recent VET graduates and who provided in-house training
In-house training not accredited 43%
Used Training Packages 32%
Did not use Training Packages 18%
Don't know 7%
Employers with no recent VET graduates and who provided in-house training
In-house training not accredited 58%
Used Training Packages 10%
Did not use Training Packages 27%
Don't know 5%
Employers with no VET graduates and who provided in-house training
In-house training not accredited 63%
Used Training Packages 12%
Did not use Training Packages 16%
Don't know 9%

Of employers with recent VET graduates who provided in-house training, over half (57%) reported that they delivered accredited training, and slightly less than half (43%) delivered in-house training which was not accredited. This shows a shift since 1999 when some 46% delivered accredited in-house training and 54% delivered in-house training which was not accredited. Of the employers who delivered in-house training, around one in three (32%) used Training Packages and around one in five (18%) did not, compared with 24% and 15% respectively in 1999.

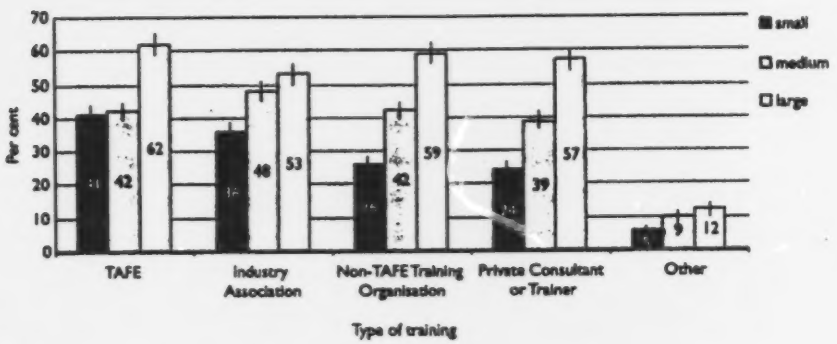
A smaller proportion (37%) of employers with no recent VET graduates who provided in house training reported delivering accredited training, and the proportion using Training Packages was also smaller. Some 10% used Training Packages while 27% did not. Employers with no VET graduates who provided accredited in-house training were fewest, with about one in three (37%) reporting this, although the proportions using Training Packages (12%) were similar to employers with no recent VET graduates (10%).

Use of external training providers

As can be seen in Figures 6.2, 6.3 and 6.4, the overall pattern of provision of external training by business size shows employers in all three groups to be similar in that the amount of training is related to the employers' size, with large employers being more likely to provide external training. The choice of provider is also evenly spread across employer size. Employers with no VET graduates were a little different in that those who were large sized in this group were more likely to provide external training than employers with VET graduates (both recent and otherwise).

Although the patterns of provider use were similar between employers with recent VET graduates employers with no recent VET graduates, the former group were more likely to use TAFE to provide external training (see Figure 6.2) and the latter group were more likely to use industry associations (see Figure 6.3). Employers with no VET graduates were different again in that they were more likely to use a private consultant or trainer (see Figure 6.4).

Figure 6.2: Type of external training provider used by employers with recent VET graduates by employer size, per cent



Although employers with recent VET graduates were more likely to use TAFE in 2001, the proportion of using TAFE has declined slightly from 1999 (50% of small, 42% of medium and 66% of large businesses), to 2001 (41% of small, 42% of medium and 62% of large businesses). The proportion of employers with no VET graduates has also declined over this period (32% of small, 23% of medium and 73% of large businesses in 1999 compared with 26%, 14% and 67% , respectively, using TAFE in 2001). Also for employers with no VET graduates there has been a corresponding shift to more use of private consultants/trainers by employers of all sizes from 1999 (24% of small, 27% of medium and 71% of large) to 2001 (34% of small, 46% of medium and 84% of large).

Figure 6.3: Type of external training provider used by employers with no recent VET graduates by employer size, per cent

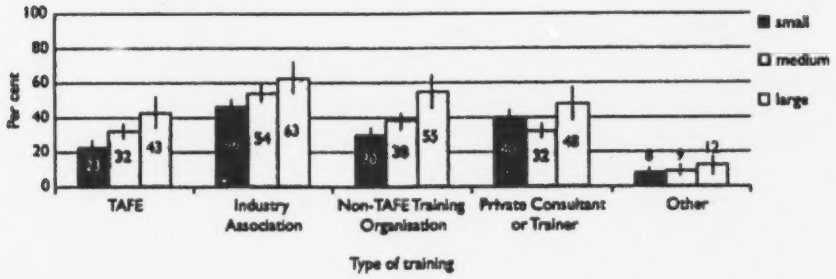
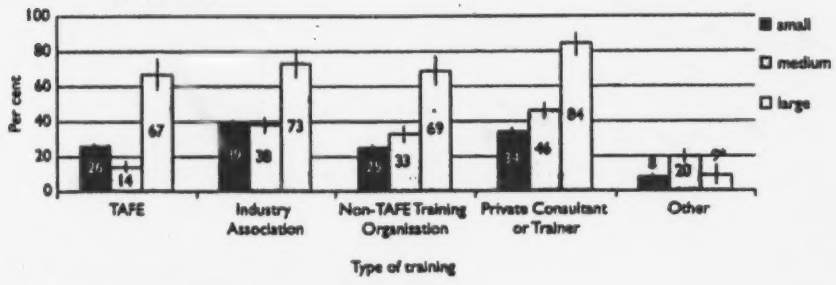


Figure 6.4: Type of external training provider used by employers with no VET graduates by employer size, per cent

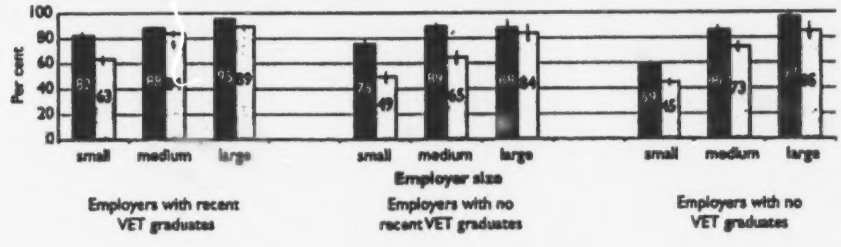


* Estimate subject to high sampling variability and should be used with caution

Other training provision

Employers were asked some general questions about training provision covering work experience for students and changes in the level of recognised training provided for employees this year compared to last year. These are summarised in Figures 6.5, and 6.6 below.

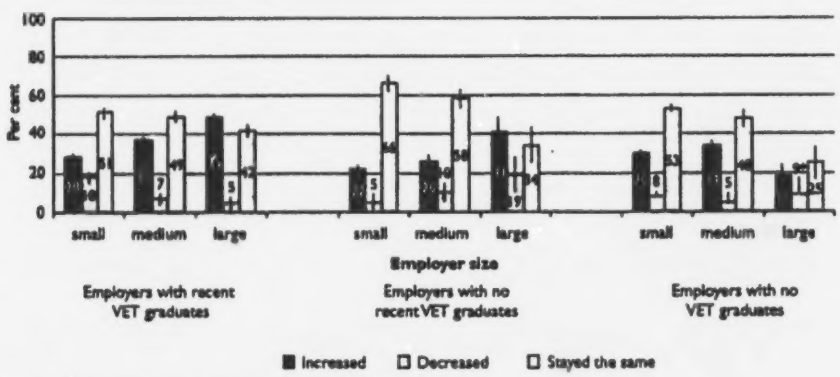
Figure 6.5: Employers in each group who provided, or were approached to provide work experience by employer size, per cent



Across the three employer groups the patterns for providing work experience or having been approached for work experience are very similar and tended to be more likely for large employers. Employers with recent VET graduates were more likely to have provided work experience and be approached for work experience overall, although the difference between the proportions across the three employer groups is smaller as the size of business increases.

Small employers in all three groups were more likely to have provided the same level of recognised training for employees this year compared to last year. For employers with VET graduates (recent and otherwise), large employers were more likely to have increased the amount of recognised training than small or medium employers. Large employers with no VET graduates who increased recognised training were a relatively low proportion (18%) compared to large employers with VET graduates (49% and 41%).

Figure 6.4: Employers in each group who provided employee training by whether amount of recognised training changed by employer size, per cent



* Estimate subject to high sampling variability and should be used with caution

6.2 Information sources

All employers in the survey were asked to name their main source of information on vocational training and skills development matters. As could be expected, employers with recent VET graduates tended to use TAFE more as their main source of information than employers with no recent VET graduates or employers with no VET graduates. The main source of information by employer size is set out in Table 6.2 and, as this table shows, TAFE and industry associations are the main sources for the majority of employers in each employer group.

Table 6.2: Main source of information by size of employer, per cent

Employer size	TAFE	Government training depts/auth.	Industry associations	Private training providers	Internet	No main source	Other	Total
Employers with recent VET graduates								
Small	21	5	37	6	5	9	14	100
Medium	25	11	29	9	6	4	14	100
Large	18	12	25	5	8	10	16	100
Employers with no recent VET graduates								
Small	19	6	31	5	3	12	19	100
Medium	14	8	28	7	5	15	20	100
Large	7	6*	30	6*	19	4*	22	100
Employers with no VET graduates								
Small	13	6	21	5	1*	22	20	100
Medium	7	5	21	13	4	20	24	100
Large	11*	4*	60	3*	0*	2*	19	100

* Estimate subject to high sampling variability and should be used with caution

Employers with recent VET graduates

Among the industries which had high proportions of employers with recent VET graduates citing TAFE organisations/institutions as their main source of information were Wholesale trade (35%), Personal and other services (34%) and Accommodation cafes and restaurants (29%).

At a jurisdiction level, employers with recent VET graduates in New South Wales were more likely to use industry associations (35%) rather than TAFE (22%) as their main source of information. Employers in Queensland, South Australia and Western Australia were similar with 16%, 24% and 20% respectively using TAFE, compared with 37%, 30% and 34%, respectively, using industry associations. Employers in Tasmania were more likely to use TAFE (32%) than industry associations (18%), while in the other jurisdictions the proportions using each source were similar.

Employers with no recent VET graduates

Among the industries with higher proportions of employers with no recent VET graduates citing TAFE were Manufacturing (27%), Property and business services (26%) and Retail Trade (25%). Among the industries with higher proportions of employers with no recent VET graduates citing industry associations were Finance and insurance (50%), Personal and other services (48%) and Transport and storage (47%). At a jurisdiction level, employers with no recent VET graduates were more likely to use industry associations than TAFE in all jurisdictions (range 24% to 54%) except Tasmania (17%).

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Employers with no VET graduates

Among the industries with higher proportions of employers with no VET graduates citing TAFE were Electricity, gas and water supply (48%) and Accommodation, cafes and restaurants (29%). Across the States and Territories, the pattern was similar to that for employers with no recent VET graduates with employers in all jurisdictions being less likely to use TAFE (range 8% to 15%) except Tasmania (19%). Employers with no VET graduates were also more likely to use industry associations (range 17% to 24%) or to have no main source of information (range 15 to 26%.

6.3 Contact with TAFE and non-TAFE training providers

Employers in the survey were asked whether they have contact with VET providers and those who said they do were asked the frequency of contact and whether they have input to different areas of training delivery. They were also asked whether they would like more input than they have currently.

Employers having contact with providers varied between the three employer groups with 62% of employers with recent VET graduates, 39% of employers with no recent VET graduates and 24% of employers with no VET graduates having contact with training providers. As Table 6.3 shows, of those who had contact, the frequency was reasonable high with around a third in each employer group (43%, 34% and 36% respectively having contact at least monthly.

Table 6.3: Employers' contact with training providers, per cent

Frequency of contact	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
Weekly	15	7	11
Monthly	28	27	25
Once a semester	37	29	33
Yearly	11	17	20
Other	9	21	11
Total	100	100	100

Engagement with providers by employers through personal contact is shown in Table 6.4 below.

Table 6.4: Employers' personal contact with training providers by type of contact, per cent

Type of contact	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
Employer phoned provider(s)	46	35	35
Employer visited provider(s)	14	10	12
Provider(s) phoned employer	50	38	40
Provider(s) visited employer	34	32	36
Employer involved in ITABs, industry committees etc	9	13	7

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When asked how satisfied they were with the form(s) of contact they have had with providers, the majority of employers reported being very or quite satisfied (79% of employers with recent VET graduates, 73% of employers with no recent VET graduates and 80% of employers with no VET graduates).

Of employers who have contact with training providers, around half of those who had recent VET graduates (53%) said they would like more contact. Around a third of the other two groups of employer who had contact with providers said they would like more contact (32% of employers with no recent VET graduates and 30% of employers with no VET graduates).

Of employers who have no contact with training providers, over a third of those who had recent VET graduates (37%) said they would like more contact. Around one in five of employers in the other two groups who had contact with providers said they would like more contact (22% of employers with no recent VET graduates and 24% of employers with no VET graduates).

Table 6.5: Employers who want input to training by area of training and whether has contact with providers, per cent

	Employers with recent VET graduates		Employers with no recent VET graduates		Employers with no VET graduates	
Areas of training in which want input	Have contact with providers	Do not have contact with providers	Have contact with providers	Do not have contact with providers	Have contact with providers	Do not have contact with providers
Course content generally	74	76	76	72	67	76
Balance between theory and practice	27	32	23	34	17	25
Assessment process	21	12	14	10	8	10
Course times	14	7	7	1*	4	5
Course duration	15	6	12	–	6	4
New course development	15	11	10	5	9	18
Other	12	18	14	15	33	12

– less than 1% and rounds to zero

* Estimate subject to high sampling variability and should be used with caution

6.4 Improvements in the training system

Employers gave a variety of responses when asked for suggestions to improve the training system. Around three-quarters (74%) of employers with recent VET graduates, just over half of employers with no recent VET graduates (59%) and around half (50%) of employers with no VET graduates gave one or more suggestions. The means of improvement mentioned most was that the training system must provide more practical and on-the-job training (26%, 22% and 19% respectively). This was followed by the suggestion that training be specific and relevant to industry needs (23%, 16% and 12% respectively).

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Table 6.6 Suggestions for improvements in the training system, per cent (multiple responses)

Employers' suggestions for improvement	Employers with recent VET graduates	Employers with no recent VET graduates	Employers with no VET graduates
• *Content*			
Provide more practical training/more work experience/industry experience/on-the-job training	26	22	19
Training must be specific/relevant/focused to industry needs	23	16	12
Keep up with technology/update courses in line with technology	7	2*	2
• *Communication*			
Seek more input/feedback from employers/industry/ask them what they want in courses etc.	13	9	7
Improve communication/contact/relationship between employers/ industry and training providers	17	13	8
Provide more information to employers/industry re courses	11	11	5
Provide teachers with more industry knowledge	7	4	3
• *Flexibility*			
Be more flexible re timetables/hours etc.	11	7	3
Provide more distance education/country people have to travel too far	3	3	2
• *Cost*			
Provide cheaper/more cost effective courses/better value for money	4	2*	2
• *Assessment*			
Provide better assessment/evaluation of students/trainees to training standards	7	3	2
• *Graduates*			
Instill more social/people/communications/human relations skills in graduates	4	2*	4
• *Other*	19	10	11

* Estimate subject to high sampling variability and should be used with caution

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Appendix 1: Methodology

Summary

The 2001 national Survey of Employer Views on vocational education and training (VET) is the fourth survey of this nature with previous surveys conducted in 1995, 1997 and 1999. In the first two surveys (entitled the Employer Satisfaction Survey), in-scope employers were defined as those with at least one employee who had completed a VET course of at least 200 hours within the two years prior to the survey (termed: a recent VET graduate). This group was targeted again in 1999 however, and in addition, a sample of employers with no VET graduate employees was also surveyed with the aim of obtaining an understanding of the views of employers with no VET graduate employees. For the 2001 survey the scope was widened again to include all employers, however, the above target groups were again identified and reported on separately. Also, in 2000 a review of the survey content was conducted which resulted in changes to some parts of the questionnaire. The main impact has been a stronger focus on graduates' skills in the 2001 survey compared to earlier surveys.

Another refinement made in the 1999 survey and continued in 2001, was the separation of employers with recent VET graduates into two groups based on whether they had contact with these graduates during their course. This was determined by whether the graduate(s) had completed their training course before or after they commenced their current employment. Employers who had at least one graduate who completed their course after being employed with them were asked for their views on the training course and graduates' skills. Employers who had no graduates who completed their course after being employed with them were asked for their views on their graduates' skills only.

The survey targeted employers in all eight States and Territories (mainland) of Australia. An employer was defined as an Establishment unit (as defined by the Australian Bureau of Statistics) within Australia. In these aspects, the 2001 survey was the same as 1997 and 1999. Other aspects of the 2001 survey differed to varying degrees, including scope, sample frame and survey instrument. A total of 6,821 employer interviews were completed across the population types (see details in *Target Population* below).

The main survey was conducted by telephone using the consultant's Computer Assisted Telephone Interviewing (CATI) system. Fieldwork commenced on 4 July 2001 and concluded on 23 August 2001.

Questionnaire design

The questionnaire which formed the basis of the CATI contained a number of modifications to reflect the changes to survey content. A pilot survey was conducted earlier in 2001 to test the suitability of the changed questions.

On initial contact, employers were asked a series of screening questions to determine whether they were within scope. Depending on whether or not they had a VET graduate employee, the in-scope respondents answered questions about issues relating to VET training as it applied to their employees or as it applied to their general experience.

Information obtained in the survey included:

- employers' general views of VET, both TAFE and other providers,
- for employers with a VET graduate, their views on selected aspects of VET delivery, including their level of satisfaction.

- employers' VET practices within their business, and their contact with the VET system, including:
  - their organisation's training practices
  - preference for provider type
  - contact/interaction with training providers.

A copy of the 2001 CATI questionnaire is at Appendix 4 and a flowchart for the questionnaire is at Appendix 5. Also, a list of data items collected for each population is at Appendix 6.

Sample design and frame

Design considerations

In developing the sample design, the main factors considered were:

- The overriding need to produce high quality data. A key component here was ensuring high response rates,
- Stratification that appropriately reflected the analysis and reporting requirements (eg industry, size and state),
- Use of two different sample frames and associated problems of sample representativeness and weighting.

Target population

There were four target populations for this project:

Population A: Employers with one or more employees who completed a VET qualification in the last two years and at least one of whom completed their training course after commencing their current employment.

Population B: Employers with one or more employees who completed a VET qualification in the last two years, all of whom completed their training course before commencing their current employment.

Population C: Employers with no employees with VET qualifications.

Population D: Employers with one or more employees who completed a VET qualification and, all of whom completed their qualification more than two years ago.

A VET qualification, for the purposes of this survey, is defined as a qualification gained through an apprenticeship or traineeship, an AVTS traineeship, or a diploma, associate diploma or certificate course from a TAFE or a non-TAFE provider (excluding university qualifications), and requiring a minimum of one semester or 200 hours of training/study.

Survey respondent

The survey respondent was the manager responsible for staff training at the workplace. If there was more than one manager then the most senior manager was selected, and if no manager responsible for training, personnel, staff development or human resources, then the manager of the organisation/business was selected.

Sampling framework

The sampling unit for selection purposes was at the establishment level. The sampling frame was based on a listing of all businesses from the latest available version of the Electronic Yellow Pages. This is a computerised register of Australian businesses with 1,071,082 unique businesses on CD-ROM. Records have telephone numbers and industry coding to 4 digit ANZSIC (Australian and New Zealand Standard Industry Classification) and a size code based on employment. Note that for 93% of records on this database the size was recorded as 'Unknown'.

Stratification

The sample was stratified by Industry Division x State/Territory x Size.

Industry stratification

The Industry Divisions used are set out below:

- Accommodation
- Agriculture
- Communications
- Construction
- Cultural
- Education
- Electricity
- Finance
- Government
- Health
- Manufacturing
- Mining
- Personal
- Property
- Retail
- Transport
- Wholesale

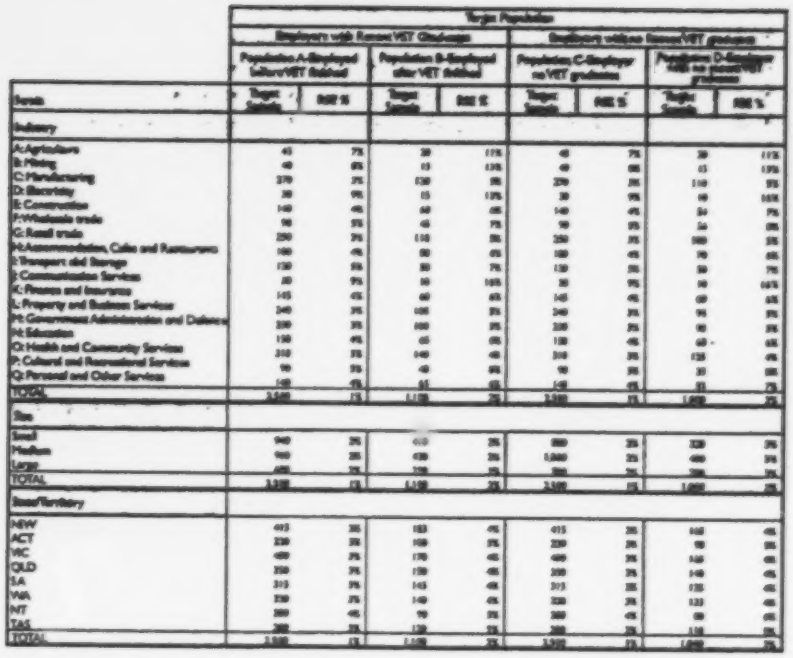
Size stratification

The Size stratification variable was based on the employment of the establishment as recorded on the frame. The four size groups used were defined as follows.

Size Stratum	Employment
Small	1-19 employees
Medium	20-99 employees
Large	100+ employees
Unknown	Unknown

Sample design constraints

Sample size constraints were set for each State and Territory, each industry group and each size group – these constraints were also set for each employer type (Type A, B , C and D as described above). The constraints are set out below



Detailed standard error tables for each population group are included at Appendix 2.

Weighting the sample

Analysis of the survey data requires weighting to account for the disproportionate sampling of establishments and for the differential response rates, across strata.

The sample was post-stratified for weighting by Industry group (17 groups) x State/Territory (8 groups) x Size (4 groups) x Employer Type (A, B, C or D) giving a total of 2,176 possible post-strata, although this number was reduced through collapsing of post-strata. Live, in-scope population counts were estimated for each of the post-stratum using the contact information collected in the survey recruitment and telephone interview process. In-scope units for this purpose were those live units with employees (employers).

By estimating the post-stratum counts in this way it was possible to directly weight the responding sample up to the population counts in the respective post-stratum. The post-stratum Industry, State and Size definitions for units were based on the original definitions as provided from the sample frame. Note that it is not appropriate to use post-strata based on respondent-provided information on Industry, Size and State because a respondent-provided measure of Industry, Size and State was not available for units not alive or units not in scope.

Calculating post-stratum counts

Yellow Pages post-stratum counts for live, in-scope units by employer type were estimated by taking the original stratum level population counts for each of the Industry x State x Size cells and applying estimated rates for:

- live units for each Industry x State x Size cell
- in-scope units for each Industry x State x Size cell
- employer type (A, B, C or D) rates

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Accuracy of the estimates

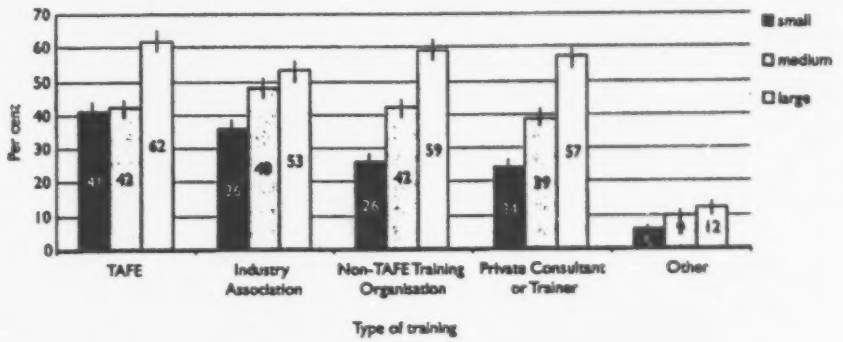
The Survey of Employer Views on VET was a sample survey. The survey provides estimates of the results that would be found had all employers in Australia been interviewed. As the employer survey estimates are based on information obtained only from a sample of employers, an allowance for sampling variability should be made when using the results.

Sampling variability can be measured by the standard error which indicates the extent to which an estimate might have varied by chance because only a sample of employers was included. There are about two chances in three that a sample estimate will differ by less than one standard error and about 19 chances in 20 that the difference will be less than two standard errors. For the estimates in this report, the size of two standard errors can be closely approximated by referring to the standard error tables provided in Appendix 2. A worked example of how to use the standard error tables is also contained in Appendix 2.

Another measure of sampling variability is the relative standard error which is obtained by expressing the standard error as a percentage of the estimate to which it refers. The relative standard error is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling and avoids the need to refer also to the size of the estimate. Unless marked with*, the estimates in this publication have a relative standard error of less than 25%.

In terms of confidence intervals, we can be 95% confident that the true percentage value lies within two standard errors of the estimated percentage. For example, in figure 6.2, reproduced below, the line at the end of each bar (confidence interval line) shows the range for two standard errors. These confidence interval lines can also be used to determine whether there are statistically significant differences among values. In general, values with confidence interval lines that do not overlap indicate a significant difference exists at the 95% confidence level (for example, the difference in the estimates for small medium and large businesses for 'Private Consultant or Trainer' in figure 6.2 below).

Figure 6.2: Type of external training provider used by employers with recent VET graduates by employer size, per cent



Appendix 2: Standard Error Tables

How to use the following standard error tables

As noted above in Appendix 1, Accuracy of Estimates, for the estimates in this report, a close approximation of the size of two standard errors can be obtained by referring to the standard error tables provided below. This is done by using the size of the sample or population on which an estimate is based, in conjunction with the size of the estimate itself.

Because there are several different populations on which estimates in this survey are based, a separate standard error look-up table is provided for each group as follows:

Table A	Employers with recent VET graduates, of whom, at least one completed training after commencing their current employment (population A)
Table B	Employers with recent VET graduates, all of whom, completed training before commencing their current employment (population B)
Table C	Employers with no VET graduates (population C)
Table D	Employers with VET graduates, all of whom, completed their qualification more than two years ago (ie 'non' recent VET graduates) (population D)
Table AB	Employers with recent VET graduates (population A+B)

Example 1

Table 4.3, reproduced below, shows estimates for employers with recent VET graduates in the left two columns, employers with no recent VET graduates in the centre column (ie had VET graduates, but all were 'non' recent) and employers with no VET graduates (recent or otherwise) in the right two columns. This means the estimates in the left two columns of the table are based on population A+B, the estimates in the centre column are based on population D and estimates in the right two columns are based on population C. In this Appendix, the standard error look-up table for population A+B is table AB, for population D, is table D and for population C, table C.

The left column of Table 4.3 with 2001 data shows the survey estimated that 41% of employers with recent VET graduates reported they would be more likely to choose TAFE for a training provider. Standard error table AB shows, the sample size upon which this estimate is based was 3,271. The table of standard errors also shows that for a sample size of 3,271, and a survey estimate of 40% (the closest to 41%), two standard errors is ± 1.7%. In terms of confidence intervals, we can be close to 95% confident that the true percentage of employers with VET graduates who would choose TAFE, lies between 39.3% and 42.7%.

Table 4.3: Employers by choice of training provider, per cent

Choice of training provider	Employers with recent VET graduates		Employers with no recent VET graduates	Employers with no VET graduates	
	1999	2001	2001	1999	2001
More likely to choose TAFE	42	41	45	36	36
More likely to choose non-TAFE training provider	20	16	16	13	13
It would depend	34	36	32	31	34
Can't say at this stage	4	6	7	19	17
Total	100	100	100	100	100

Example 2

The right column of Table 4.3 shows the survey estimated in 2001 that 13% of employers with no VET graduates reported they would be more likely to choose a non-TAFE training provider. Standard error table C shows the sample size upon which this estimate is based was 2,500. The table of standard errors also shows that for a sample size of 2,500, and a survey estimate of 15% (the closest to 13%), two standard errors is ± 1.4%. In terms of confidence intervals, we can be close to 95% confident that the true percentage of employers with VET graduates who would choose TAFE lies between 11.6% and 14.4%.

Example 3

The table below shows views on course delivery for employers of recent VET graduates, of whom, at least one completed their training after commencing their current employment, that is, population A. The survey estimated that 29% of employers in Tasmania were very satisfied with the relevance of course content. Standard error table A shows, the sample size for Tasmania was 285. The standard error table A also shows that for the sample size of 285, and a survey estimate of 30%, (the closest to 29%), two standard errors is ± 5.0%. In this case, one standard error is ±2.5% and the relative standard error for the example would be, approximately, 8.6%. In terms of confidence intervals, we can be close to 95% confident that the true percentage of this group of employers in Tasmania who were satisfied with relevance of course content lies between 24% and 34%.

Table 5.14: Employers' satisfaction with relevance of course content, per cent

Satisfaction level	NSW n=426	VIC n=413	QLD n=350	SA n=319	WA n=311	TAS n=285	NT n=200	ACT n=213	AUST n=2,517
1. Very satisfied	20	22	33	19	22	29	19	20	23
2. Quite satisfied	61	53	44	56	52	50	52	55	54
3. Neither satisfied nor dissatisfied	8	17	10	8	12	12	14	10	11
4. Quite dissatisfied	3	6	8	7	5	3	9	6	5
5. Very dissatisfied	2	1	2	4	8	4	2	1	2
Can't say	6	2	3	6	1	3	3	8	4
Total	100	100	100	100	100	100	100	100	100

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Table A

Employers with recent VET graduates, of whom, at least one completed training after commencing their current employment (Population A)

2 standard errors % for estimated proportion (+- this value for 95% confidence interval)

Strata	Population	Sample	5%/95%	10%/90%	15%/85%	20%/80%	25%/75%	30%/70%	35%/65%	40%/60%	45%/55%	50%
Agriculture	3968	37	7.0%	9.6%	11.4%	12.8%	13.8%	14.6%	15.2%	15.6%	15.9%	16.0%
Mining	260	41	6.4%	8.8%	10.5%	11.8%	12.8%	13.5%	14.1%	14.4%	14.7%	14.7%
Manufacturing	7354	288	2.5%	3.4%	4.1%	4.5%	4.9%	5.2%	5.4%	5.6%	5.7%	5.7%
Electricity	93	25	8.3%	11.4%	13.6%	15.3%	16.5%	17.5%	18.2%	18.7%	19.0%	19.1%
Construction	13089	124	3.8%	5.2%	6.2%	7.0%	7.6%	8.0%	8.3%	8.6%	8.7%	8.7%
Wholesale	2758	95	4.3%	6.0%	7.1%	8.0%	8.6%	9.1%	9.5%	9.8%	9.9%	10.0%
Retail	14557	230	2.8%	3.8%	4.6%	5.1%	5.6%	5.9%	6.1%	6.3%	6.4%	6.4%
Accommodation	5291	193	3.0%	4.1%	4.9%	5.5%	6.0%	6.3%	6.6%	6.7%	6.8%	6.9%
Transport	2226	94	4.3%	6.0%	7.1%	8.0%	8.6%	9.1%	9.5%	9.7%	9.9%	9.9%
Communications	1170	23	8.8%	12.2%	14.5%	16.2%	17.6%	18.6%	19.4%	19.9%	20.2%	20.3%
Finance	2475	155	3.3%	4.6%	5.5%	6.1%	6.6%	7.0%	7.3%	7.5%	7.6%	7.7%
Property	9669	250	2.7%	3.7%	4.4%	4.9%	5.3%	5.6%	5.8%	6.0%	6.1%	6.1%
Government	1313	238	2.4%	3.4%	4.0%	4.5%	4.9%	5.1%	5.4%	5.5%	5.6%	5.6%
Education	3967	158	3.3%	4.5%	5.4%	6.1%	6.6%	6.9%	7.2%	7.4%	7.5%	7.6%
Health	11256	347	2.2%	3.1%	3.7%	4.1%	4.5%	4.7%	4.9%	5.1%	5.1%	5.2%
Cultural	2156	85	4.5%	6.2%	7.4%	8.3%	9.0%	9.5%	9.9%	10.1%	10.3%	10.3%
Personal	7049	134	3.7%	5.0%	6.0%	6.7%	7.3%	7.7%	8.0%	8.2%	8.3%	8.4%
TOTAL	88650	2517	0.8%	1.2%	1.4%	1.5%	1.7%	1.8%	1.8%	1.9%	1.9%	1.9%
Size												
Small	38741	874	1.4%	2.0%	2.4%	2.6%	2.9%	3.0%	3.1%	3.2%	3.3%	3.3%
Medium	32016	921	1.4%	1.9%	2.2%	2.5%	2.7%	2.9%	3.0%	3.1%	3.1%	3.1%
Large	17893	722	1.5%	2.1%	2.5%	2.8%	3.0%	3.2%	3.3%	3.4%	3.4%	3.5%
TOTAL	88650	2517	0.8%	1.2%	1.4%	1.5%	1.7%	1.8%	1.8%	1.9%	1.9%	1.9%
State/Territory												
NSW	33223	426	2.1%	2.8%	3.4%	3.8%	4.1%	4.3%	4.5%	4.6%	4.7%	4.7%
VIC	14884	413	2.1%	2.9%	3.4%	3.8%	4.1%	4.4%	4.6%	4.7%	4.7%	4.8%
QLD	17369	350	2.3%	3.1%	3.7%	4.1%	4.5%	4.7%	4.9%	5.1%	5.2%	5.2%
SA	9534	319	2.3%	3.2%	3.8%	4.3%	4.6%	4.9%	5.1%	5.3%	5.3%	5.4%
WA	7494	311	2.4%	3.3%	3.9%	4.4%	4.7%	5.0%	5.2%	5.3%	5.4%	5.5%
TAS	3184	285	2.4%	3.3%	3.9%	4.3%	4.7%	5.0%	5.2%	5.3%	5.4%	5.4%
NT	1157	200	2.7%	3.7%	4.4%	4.9%	5.3%	5.6%	5.8%	6.0%	6.1%	6.1%
ACT	1803	213	2.7%	3.7%	4.4%	5.0%	5.4%	5.7%	5.9%	6.1%	6.2%	6.2%
TOTAL	88650	2517	0.8%	1.2%	1.4%	1.5%	1.7%	1.8%	1.8%	1.9%	1.9%	1.9%

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Table B — **Employers with recent VET graduates, all of whom completed training before commencing their current employment (Population B)**

2 standard errors % for estimated proportion (+- this value for 95% confidence interval)

Strata	Population	Sample	5%/95%	10%/90%	15%/85%	20%/80%	25%/75%	30%/70%	35%/65%	40%/60%	45%/55%	50%
Agriculture	739	9	14.1%	19.4%	23.1%	25.9%	28.0%	29.6%	30.8%	31.7%	32.2%	32.3%
Mining	652	11	12.1%	16.6%	19.8%	22.1%	24.0%	25.4%	26.4%	27.1%	27.5%	27.7%
Manufacturing	8027	61	5.4%	7.5%	8.9%	10.0%	10.8%	11.4%	11.9%	12.2%	12.4%	12.4%
Electricity	9	4	21.1%	29.0%	34.6%	38.7%	41.9%	44.4%	46.2%	47.4%	48.2%	48.4%
Construction	2134	30	7.7%	10.6%	12.7%	14.2%	15.4%	16.3%	16.9%	17.4%	17.7%	17.7%
Wholesale	2123	26	8.3%	11.4%	13.6%	15.2%	16.5%	17.4%	18.1%	18.6%	18.9%	19.0%
Retail	5179	56	5.7%	7.8%	9.3%	10.4%	11.3%	11.9%	12.4%	12.8%	13.0%	13.0%
Accommodation	1797	68	5.1%	7.1%	8.4%	9.4%	10.2%	10.8%	11.2%	11.5%	11.7%	11.8%
Transport	1818	43	6.4%	8.8%	10.4%	11.7%	12.7%	13.4%	14.0%	14.3%	14.6%	14.6%
Communications	47	7	15.7%	21.6%	25.8%	28.9%	31.2%	33.1%	34.4%	35.3%	35.9%	36.1%
Finance	513	31	7.4%	10.2%	12.1%	13.6%	14.7%	15.5%	16.2%	16.6%	16.9%	16.9%
Property	5377	107	4.1%	5.6%	6.7%	7.5%	8.1%	8.6%	9.0%	9.2%	9.3%	9.4%
Government	89	50	4.3%	5.9%	7.0%	7.8%	8.5%	9.0%	9.3%	9.6%	9.8%	9.8%
Education	1078	51	5.8%	8.0%	9.5%	10.6%	11.5%	12.2%	12.6%	13.0%	13.2%	13.3%
Health	5660	132	3.7%	5.0%	6.0%	6.7%	7.3%	7.7%	8.0%	8.2%	8.4%	8.4%
Cultural	732	35	7.0%	9.7%	11.5%	12.9%	14.0%	14.8%	15.4%	15.8%	16.0%	16.1%
Personal	1904	33	7.4%	10.2%	12.1%	13.6%	14.7%	15.6%	16.2%	16.6%	16.9%	17.0%
TOTAL	37878	754	1.5%	2.1%	2.5%	2.8%	3.1%	3.2%	3.4%	3.5%	3.5%	3.5%
Size												
Small	31009	400	2.1%	2.9%	3.5%	3.9%	4.2%	4.5%	4.6%	4.8%	4.8%	4.9%
Medium	6308	262	2.6%	3.6%	4.2%	4.7%	5.1%	5.4%	5.7%	5.8%	5.9%	5.9%
Large	561	92	4.1%	5.6%	6.7%	7.5%	8.1%	8.6%	8.9%	9.2%	9.3%	9.4%
TOTAL	37878	754	1.5%	2.1%	2.5%	2.8%	3.1%	3.2%	3.4%	3.5%	3.5%	3.5%
State/Territory												
NSW	17970	121	3.9%	5.3%	6.3%	7.1%	7.7%	8.1%	8.5%	8.7%	8.8%	8.9%
VIC	7051	113	4.0%	5.5%	6.5%	7.3%	7.9%	8.4%	8.7%	9.0%	9.1%	9.2%
QLD	5938	78	4.8%	6.6%	7.9%	8.8%	9.6%	10.1%	10.5%	10.8%	11.0%	11.0%
SA	2577	119	3.8%	5.3%	6.3%	7.0%	7.6%	8.1%	8.4%	8.6%	8.7%	8.8%
WA	2441	98	4.2%	5.8%	7.0%	7.8%	8.4%	8.9%	9.3%	9.6%	9.7%	9.7%
TAS	816	82	4.5%	6.2%	7.4%	8.3%	8.9%	9.5%	9.9%	10.1%	10.3%	10.3%
NT	293	63	4.9%	6.7%	8.0%	9.0%	9.7%	10.3%	10.7%	11.0%	11.2%	11.2%
ACT	785	80	4.4%	6.1%	7.3%	8.2%	8.8%	9.3%	9.7%	10.0%	10.1%	10.2%
TOTAL	37878	754	1.5%	2.1%	2.5%	2.8%	3.1%	3.2%	3.4%	3.5%	3.5%	3.5%

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Table C			Employers with no VET graduates (Population C)									
			2 standard errors, % for estimated proportion (+- this value for 95% confidence interval)									
Strata	Population	Sample	5%/95%	10%/90%	15%/85%	20%/80%	25%/75%	30%/70%	35%/65%	40%/60%	45%/55%	50%
Agriculture	3397	39	6.8%	9.4%	11.2%	12.5%	13.6%	14.3%	14.9%	15.3%	15.6%	15.7%
Mining	462	45	6.0%	8.3%	9.9%	11.1%	12.0%	12.7%	13.2%	13.6%	13.8%	13.9%
Manufacturing	13287	171	3.3%	4.5%	5.3%	6.0%	6.5%	6.8%	7.1%	7.3%	7.4%	7.5%
Electricity	235	9	14.2%	19.5%	23.2%	26.0%	28.2%	29.8%	31.0%	31.8%	32.3%	32.5%
Construction	12528	101	4.2%	5.8%	6.9%	7.8%	8.4%	8.9%	9.3%	9.5%	9.7%	9.7%
Wholesale	9152	102	4.2%	5.8%	6.9%	7.7%	8.4%	8.9%	9.2%	9.5%	9.6%	9.7%
Retail	50880	282	2.5%	3.5%	4.2%	4.7%	5.0%	5.3%	5.6%	5.7%	5.8%	5.8%
Accommodation	12383	214	2.9%	4.0%	4.8%	5.3%	5.8%	6.1%	6.4%	6.5%	6.6%	6.7%
Transport	8545	154	3.4%	4.7%	5.6%	6.3%	6.8%	7.2%	7.5%	7.7%	7.8%	7.8%
Communications	1001	71	5.0%	6.8%	8.1%	9.1%	9.9%	10.5%	10.9%	11.2%	11.3%	11.4%
Finance	5659	147	3.5%	4.8%	5.7%	6.4%	6.9%	7.3%	7.6%	7.8%	7.9%	8.0%
Property	22492	288	2.5%	3.4%	4.1%	4.6%	5.0%	5.3%	5.5%	5.6%	5.7%	5.7%
Government	445	104	3.9%	5.4%	6.4%	7.2%	7.7%	8.2%	8.5%	8.8%	8.9%	8.9%
Education	7231	188	3.1%	4.2%	5.0%	5.6%	6.1%	6.5%	6.7%	6.9%	7.0%	7.0%
Health	13094	363	2.2%	3.1%	3.6%	4.1%	4.4%	4.7%	4.9%	5.0%	5.1%	5.1%
Cultural	2642	76	4.8%	6.7%	7.9%	8.9%	9.6%	10.2%	10.6%	10.9%	11.1%	11.1%
Personal	10027	146	3.5%	4.8%	5.7%	6.4%	7.0%	7.4%	7.7%	7.9%	8.0%	8.0%
TOTAL	173459	2500	0.8%	1.2%	1.4%	1.6%	1.7%	1.8%	1.9%	1.9%	1.9%	1.9%
Size												
Small	150458	1887	1.0%	1.3%	1.6%	1.8%	1.9%	2.1%	2.1%	2.2%	2.2%	2.2%
Medium	21610	506	1.9%	2.6%	3.1%	3.5%	3.7%	4.0%	4.1%	4.2%	4.3%	4.3%
Large	1391	107	4.1%	5.6%	6.6%	7.4%	8.1%	8.5%	8.9%	9.1%	9.2%	9.3%
TOTAL	173459	2500	0.8%	1.2%	1.4%	1.6%	1.7%	1.8%	1.9%	1.9%	1.9%	1.9%
State/Territory												
NSW	46289	388	2.2%	3.0%	3.5%	4.0%	4.3%	4.5%	4.7%	4.9%	4.9%	5.0%
VIC	46241	429	2.1%	2.8%	3.4%	3.8%	4.1%	4.3%	4.5%	4.6%	4.7%	4.7%
QLD	42766	350	2.3%	3.1%	3.7%	4.2%	4.5%	4.8%	5.0%	5.1%	5.2%	5.2%
SA	8905	311	2.4%	3.3%	3.9%	4.4%	4.8%	5.0%	5.3%	5.4%	5.5%	5.5%
WA	20669	320	2.4%	3.3%	3.9%	4.4%	4.7%	5.0%	5.2%	5.3%	5.4%	5.4%
TAS	3820	282	2.5%	3.4%	4.1%	4.6%	4.9%	5.2%	5.4%	5.6%	5.7%	5.7%
NT	2297	200	2.9%	4.0%	4.7%	5.3%	5.7%	6.1%	6.3%	6.5%	6.6%	6.6%
ACT	2472	220	2.8%	3.8%	4.6%	5.1%	5.5%	5.9%	6.1%	6.3%	6.4%	6.4%
TOTAL	173459	2500	0.8%	1.2%	1.4%	1.6%	1.7%	1.8%	1.9%	1.9%	1.9%	1.9%

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Table D			Employers with no recent VET graduates (Population D)										
			2 standard errors, % for estimated proportion (+- this value for 95% confidence interval)										
Strata	Population	Sample	5%/95%	10%/90%	15%/85%	20%/80%	25%/75%	30%/70%	35%/65%	40%/60%	45%/55%	50%
Agriculture	5704	14	11.4%	15.7%	18.7%	21.0%	22.7%	24.0%	25.0%	25.7%	26.1%	26.2%
Mining	275	22	9.1%	12.5%	14.9%	16.7%	18.1%	19.1%	19.9%	20.5%	20.8%	20.9%
Manufacturing	16471	127	3.8%	5.2%	6.2%	7.0%	7.5%	8.0%	8.3%	8.5%	8.7%	8.7%
Electricity	206	4	21.4%	29.4%	35.0%	39.2%	42.4%	44.9%	46.7%	48.0%	48.8%	49.0%
Construction	17321	65	5.3%	7.3%	8.7%	9.7%	10.5%	11.1%	11.6%	11.9%	12.1%	12.2%
Wholesale	3127	49	6.1%	8.4%	10.0%	11.2%	12.1%	12.8%	13.4%	13.7%	13.9%	14.0%
Retail	25963	79	4.8%	6.6%	7.9%	8.8%	9.5%	10.1%	10.5%	10.8%	11.0%	11.0%
Accommodation	6322	65	5.3%	7.3%	8.7%	9.7%	10.5%	11.1%	11.6%	11.9%	12.1%	12.2%
Transport	7887	66	5.3%	7.2%	8.6%	9.7%	10.4%	11.1%	11.5%	11.8%	12.0%	12.1%
Communications	299	23	8.9%	12.3%	14.6%	16.3%	17.7%	18.7%	19.5%	20.0%	20.3%	20.4%
Finance	4222	53	5.9%	8.1%	9.6%	10.8%	11.7%	12.3%	12.8%	13.2%	13.4%	13.5%
Property	15133	124	3.8%	5.3%	6.3%	7.0%	7.6%	8.1%	8.4%	8.6%	8.8%	8.8%
Government	359	80	4.8%	6.6%	7.8%	8.8%	9.5%	10.0%	10.5%	10.7%	10.9%	11.0%
Education	4406	69	5.1%	7.1%	8.4%	9.4%	10.2%	10.8%	11.3%	11.6%	11.7%	11.8%
Health	14028	138	3.6%	5.0%	6.0%	6.7%	7.2%	7.6%	8.0%	8.2%	8.3%	8.3%
Cultural	2051	25	8.5%	11.8%	14.0%	15.7%	17.0%	18.0%	18.7%	19.2%	19.5%	19.6%
Personal	8616	47	6.2%	8.6%	10.2%	11.4%	12.4%	13.1%	13.6%	14.0%	14.2%	14.3%
TOTAL	132391	1050	1.3%	1.8%	2.2%	2.4%	2.6%	2.8%	2.9%	3.0%	3.0%	3.0%
Size												
Small	112128	519	1.9%	2.6%	3.1%	3.4%	3.7%	3.9%	4.1%	4.2%	4.3%	4.3%
Medium	18920	424	2.1%	2.9%	3.4%	3.8%	4.1%	4.4%	4.5%	4.7%	4.7%	4.8%
Large	1342	107	4.1%	5.7%	6.8%	7.6%	8.2%	8.7%	9.0%	9.3%	9.4%	9.5%
TOTAL	132391	1050	1.3%	1.8%	2.2%	2.4%	2.6%	2.8%	2.9%	3.0%	3.0%	3.0%
State/Territory												
NSW	50652	173	3.2%	4.5%	5.3%	6.0%	6.5%	6.8%	7.1%	7.3%	7.4%	7.5%
VIC	27152	187	3.1%	4.3%	5.1%	5.7%	6.2%	6.6%	6.8%	7.0%	7.1%	7.2%
QLD	23868	140	3.6%	5.0%	5.9%	6.6%	7.2%	7.6%	7.9%	8.1%	8.2%	8.3%
SA	8931	127	3.8%	5.2%	6.2%	7.0%	7.5%	8.0%	8.3%	8.5%	8.7%	8.7%
WA	14665	125	3.8%	5.3%	6.3%	7.0%	7.6%	8.0%	8.4%	8.6%	8.7%	8.8%
TAS	3689	120	3.9%	5.4%	6.4%	7.2%	7.7%	8.2%	8.5%	8.8%	8.9%	8.9%
NT	1506	80	4.8%	6.6%	7.8%	8.8%	9.5%	10.0%	10.5%	10.7%	10.9%	11.0%
ACT	1928	98	4.3%	5.9%	7.1%	7.9%	8.6%	9.1%	9.4%	9.7%	9.8%	9.9%
TOTAL	132391	1050	1.3%	1.8%	2.2%	2.4%	2.6%	2.8%	2.9%	3.0%	3.0%	3.0%

Table A8			Employers with recent VET graduates – Populations A plus B										
			2 standard errors % for estimated proportion (+- this value for 95% confidence interval)										
Sector	Population	Sample	5%/95%	10%/90%	15%/85%	20%/80%	25%/75%	30%/70%	35%/65%	40%/60%	45%/55%	50%
Agriculture	4707	46	6.2%	8.6%	10.2%	11.5%	12.4%	13.1%	13.7%	14.0%	14.2%	14.3%
Mining	912	52	5.7%	7.8%	9.3%	10.4%	11.3%	11.9%	12.4%	12.8%	13.0%	13.0%
Manufacturing	15301	349	2.3%	3.1%	3.7%	4.1%	4.5%	4.7%	4.9%	5.1%	5.1%	5.2%
Electricity	102	29	7.7%	10.7%	12.7%	14.2%	15.4%	16.3%	17.0%	17.4%	17.7%	17.8%
Construction	15223	154	3.4%	4.7%	5.6%	6.3%	6.8%	7.2%	7.5%	7.7%	7.8%	7.8%
Wholesale	4881	121	3.8%	5.3%	6.3%	7.1%	7.6%	8.1%	8.4%	8.7%	8.8%	8.8%
Retail	19736	286	2.5%	3.5%	4.1%	4.6%	5.0%	5.3%	5.5%	5.6%	5.7%	5.8%
Accommodation	7088	261	2.6%	3.6%	4.3%	4.8%	5.2%	5.5%	5.7%	5.8%	5.9%	6.0%
Transport	4044	137	3.6%	4.9%	5.9%	6.6%	7.1%	7.5%	7.9%	8.1%	8.2%	8.2%
Communications	1217	30	7.7%	10.6%	12.7%	14.2%	15.4%	16.3%	16.9%	17.4%	17.7%	17.7%
Finance	2988	186	3.0%	4.2%	5.0%	5.6%	6.1%	6.4%	6.7%	6.9%	7.0%	7.0%
Property	15046	357	2.2%	3.1%	3.7%	4.1%	4.4%	4.7%	4.9%	5.0%	5.1%	5.1%
Government	1402	288	2.2%	3.0%	3.6%	4.0%	4.4%	4.6%	4.8%	4.9%	5.0%	5.0%
Education	5045	209	2.9%	3.9%	4.7%	5.3%	5.7%	6.0%	6.3%	6.4%	6.5%	6.6%
Health	16916	479	1.9%	2.6%	3.1%	3.5%	3.8%	4.0%	4.2%	4.3%	4.4%	4.4%
Cultural	2888	120	3.8%	5.2%	6.2%	7.0%	7.5%	8.0%	8.3%	8.5%	8.7%	8.7%
Personal	8953	167	3.3%	4.5%	5.4%	6.0%	6.5%	6.9%	7.2%	7.4%	7.5%	7.5%
TOTAL	126528	3271	0.7%	1.0%	1.2%	1.4%	1.5%	1.5%	1.6%	1.7%	1.7%	1.7%
Size												
Small	69750	1274	1.2%	1.6%	1.9%	2.2%	2.4%	2.5%	2.6%	2.7%	2.7%	2.7%
Medium	38324	1183	1.2%	1.7%	2.0%	2.2%	2.4%	2.5%	2.6%	2.7%	2.8%	2.8%
Large	18454	814	1.4%	1.9%	2.3%	2.6%	2.8%	3.0%	3.1%	3.2%	3.2%	3.2%
TOTAL	126528	3271	0.7%	1.0%	1.2%	1.4%	1.5%	1.5%	1.6%	1.7%	1.7%	1.7%
State/Territory												
NSW	51201	547	1.8%	2.5%	3.0%	3.3%	3.6%	3.8%	4.0%	4.1%	4.1%	4.2%
VIC	21935	526	1.8%	2.5%	3.0%	3.4%	3.7%	3.9%	4.0%	4.1%	4.2%	4.2%
QLD	23307	428	2.0%	2.8%	3.4%	3.8%	4.1%	4.3%	4.5%	4.6%	4.7%	4.7%
SA	12111	438	2.0%	2.7%	3.3%	3.7%	4.0%	4.2%	4.4%	4.5%	4.6%	4.6%
WA	9935	409	2.1%	2.9%	3.4%	3.8%	4.1%	4.4%	4.5%	4.7%	4.7%	4.8%
TAS	4080	367	2.1%	2.9%	3.4%	3.9%	4.2%	4.4%	4.6%	4.7%	4.8%	4.8%
NT	1450	263	2.3%	3.2%	3.8%	4.3%	4.6%	4.9%	5.1%	5.3%	5.3%	5.4%
ACT	2580	293	2.3%	3.2%	3.8%	4.2%	4.6%	4.9%	5.1%	5.2%	5.3%	5.3%
TOTAL	126528	3271	0.7%	1.0%	1.2%	1.4%	1.5%	1.5%	1.6%	1.7%	1.7%	1.7%

Appendix 3: Glossary of Terms

ANTA	Australian National Training Authority
ANZSIC	Australian and New Zealand Standard Industries Classification. (A classification which identifies sectors of industry to their main area of economic activity)
ASCO	Australian Standard Classification of Occupations (developed by the Australian Bureau of Statistics to identify occupations according to their primary purpose)
AVTS	Australian Vocational Training System
CBT	Competency Based Training. (Training geared to the attainment and demonstration of skill and the application of that knowledge to meet industry-specified standards rather than to an individual's achievement relative to that of others in a group.)
Direct or indirect experience of VET	Relates to employers of a VET graduate employee who had either – commenced employment with the current employer before completing training ('direct') or – commenced employment with the current employer after completing training ('indirect')
Employee	A person to whom an employer pays a wage or salary
Employer	An Establishment unit (as defined by the Australian Bureau of Statistics) within Australia
Employer target groups	Employers were targeted by the following groups: 1. those who had an employee who completed a VET qualification within the last two years; or 2. those who had only an employee who completed a VET qualification more than two years ago; 3. did not have any VET graduate employees. Those employers who had a VET graduate employee at the time of the survey were divided into two subgroups, depending on their 'direct' or 'indirect' experience of VET (see definition above) of VET. The following groups were excluded as 'out of scope': • self employed not employing staff • private households employing staff • foreign diplomatic missions, consulates in Australia • defence force establishments.
Graduate	For this report, a graduate is a person who has received a qualification (as defined under 'Qualification' below) in vocational education and training in Australia
Large employer	An establishment with 100 or more employees
Medium employer	An establishment with between 20 and 99 employees
NCVER	The National Centre for Vocational Education Research Ltd

Non-TAFE training provider	An organisation, other than a TAFE organisation, providing vocational education and training
Qualification	Educational attainment for which an award is conferred upon successful completion. The qualification category classifications included in this survey are: RATE • Diploma • Associate Diploma • Advanced Certificate - Post Trade • Advanced Certificate - Other • Certificate - Trade • Certificate – Other AQF • Bachelor's Degree • Advanced Diploma • Diploma • Certificate IV • Certificate III • Certificate II • Certificate I
Recent VET graduate	A person who, within the past two years has completed study leading to a VET qualification (as defined under 'qualification' above)
RPL	Recognition of Prior Learning. (A process through which clients may gain entry to, or credit in modules based on competencies gained previously).
Small employer	An establishment with between one and nineteen employees
TAFE	Technical and Further Education
VET	Vocational Education and Training

Appendix 4: CATI Questionnaire

2001 SURVEY OF EMPLOYER EXPERIENCE WITH AND VIEWS ON VOCATIONAL EDUCATION AND TRAINING QUESTIONNAIRE – FINAL (4 July 2001)

INTRODUCTION - Reception

Good morning/afternoon. My name is SAY NAME from .....
I'm calling on behalf of the Australian National Training Authority (ANTA).
Could I talk to the manager responsible for staff training at your workplace?

IF NO EMPLOYEES THEN SET CODE=1 IN Q1 AND TERMINATE INTERVIEW (POP E)

IF SEVERAL MANAGERS, ASK TO SPEAK TO THE MOST SENIOR MANAGER

IF NO TRAINING, PERSONNEL, STAFF DEVELOPMENT OR HUMAN RESOURCES MANAGER, ASK TO SPEAK TO THE MANAGER OF THE ORGANISATION/BUSINESS.

IF NOT AVAILABLE, MAKE APPOINTMENT

IF RESPONDENT AT ANY POINT SAYS THEY ANSWERED THIS SURVEY A YEAR OR TWO AGO TYPE [CTRL H] H FOR HELP SCREEN.

HELP SCREEN

IF RESPONDENT AT ANY POINT SAYS THEY ANSWERED THIS SURVEY A YEAR OR TWO AGO SAY:
A survey similar to this was conducted in 1999. It is important that these surveys be updated to determine how effective new policies have been and to see if there are new developments that need to be taken into consideration. Due to the random nature of the sample, it is possible that an organisation could be included in this survey and previous surveys.

INTRODUCTION - Manager

Good morning/afternoon. My name is SAY NAME from .....
I'm calling on behalf of the Australian National Training Authority (ANTA).
Could I talk to the manager responsible for staff training at your workplace?

Australian National Training Authority (ANTA) is seeking employers' views on the adequacy, quality, relevance, availability and value of vocational education and training and whether or not it is meeting the needs of organisations such as yours. We are doing this on behalf of the Australian National Training Authority (ANTA) and the National Centre for Vocational Education Research (NCVER).

Your views on vocational education and training are very important to the assessment of training delivery. The information you provide to us will remain confidential to the NCVER and results will not be published in a way that will allow identification of any individual business.

Do you have time to talk about that now, or should I make an appointment to call you back?
(IF APPOINTMENT IS MADE, INFORM THEM IT WILL TAKE APPROX. 15mins)

IF NECESSARY, EXPLAIN:

In most cases the survey may take about 15 minutes, depending upon what you have to say.

Your (organisation/business) was one of the several hundred selected from telephone listings to represent different industry sectors throughout Australia.

SCOPE & BACKGROUND

1. **Firstly, including full-time and part-time staff, how many employees currently work at or from this location?**

   IF CAN'T SAY ENCOURAGE BEST GUESS. IF STILL CAN'T SAY, ESTIMATE.

   READ OUT

No employees	1 TERMINATE (POP E)
1-5 employees	2
6-9 employees	3
10-19 employees	4
20-99 employees	5
100-499 employees	6
500-999 employees	7
1000 or more employees	8

   IF NO EMPLOYEES (CODE 1 IN Q1) TERMINATE, SAYING:

   Thankyou for your time, but we need to speak to organisations with employees.

2. **What is the MAIN type of business activity carried out at this workplace?**

   DISPLAY INDUSTRY TYPE FROM SAMPLE ON SCREEN

   PROBE FULLY. TYPE IN RESPONSE AND THEN CODE

   (YOU MUST TYPE IN THE RESPONSE AS WELL AS CODE)

   A Agriculture, Forestry and Fishing
   B Mining
   C Manufacturing
   D Electricity, Gas and Water Supply
   E Construction
   F Wholesale Trade
   G Retail Trade
   H Accommodation, Cafes and Restaurants
   I Transport and Storage
   J Communication Services
   K Finance and Insurance
   L Property and Business Services
   M Government Administration and Defence
   N Education
   O Health and Community Services
   P Cultural and Recreational Services
   Q Personal and other Services

READ Q3. SLOWLY

3. Do you have any employees at this location with a TAFE qualification or a similar vocational education and training qualification from a non-TAFE provider? [PAUSE] Such qualifications can be gained through apprenticeships, traineeships, diplomas, associate diplomas or certificate courses. University qualifications are not included.

Yes	1	GO TO 5
No	2	GO TO 7a (POP C)
Don't know	9	GO TO 4

4. These qualifications require at least one semester or 200 hours of training or study. Do you have any employees with qualifications like these?

Yes	1	GO TO 5
No	2	GO TO 7a (POP C)
Don't know	9	TERMINATE (POP G)

5. How many of these employees would have completed their vocational education and training qualification in the last two years?

None	1	GO TO 7b (POP D)
One	2	GO TO 11
More than one (specify number) ENCOURAGE BEST GUESS	8	GO TO 8a
Can't say	9	

6. Would at least one employee have finished vocational education and training in the last two years?

Yes - at least one	1	GO TO 8a
No - not one	2	GO TO 7b (POP D)
Can't say	3	TERMINATE (POP H)

7a. What are the reasons your organisation does not have staff with vocational education qualifications?

MULTIPLE RESPONSE

Have staff currently studying for such qualifications	1	GO TO S7
These qualifications are not relevant to our industry/business	2	GO TO 7c
We have not been happy with the quality of VET qualifications	3	GO TO S7
All our training requirements are provided in-house	4	GO TO S7
Fully qualified people not required, staff attend only the modules relevant to our operations	5	GO TO S7
Not aware of training available to suit our requirements	6	GO TO S7
Other (specify)	8	GO TO S7
Don't know	9	GO TO S7

7b. This survey is concerned with people who have recently graduated with vocational education qualifications and the reasons they do or don't get a job after training. What are the reasons your organisation has not recruited people who have more recently graduated with vocational education qualifications?

MULTIPLE RESPONSE

No recent vacancies	1	GO TO S7
We have not been happy with the quality of VET qualifications	2	GO TO S7
All our training requirements are provided in-house	3	GO TO S7
Not aware of training available to suit our requirements	4	GO TO S7
Other (specify)	8	GO TO S7
Don't know	9	GO TO S7

7c. What are the reasons you feel VET qualifications aren't relevant or appropriate for your kind of industry/business?

MULTIPLE RESPONSE

Need higher/university qualifications	1	GO TO S7
No qualification needed for work we do	2	GO TO S7
Other (specify)	8	GO TO S7
Don't know	9	GO TO S7

IF Q5 = 8 INSERT NO. OF EMPLOYEES FROM Q5 = 8

IF Q5 = 9 LEAVE BLANK

8a. How many of these _____<Q5 CODE 8> employees had completed their vocational education and training qualification AFTER taking up employment with your organisation?

IF CAN'T SAY ENCOURAGE BEST GUESS.

PROMPT IF NECESSARY WITH "WOULD IT BE AT LEAST ONE?"

IF YES THEN THIS MEANS POP A

IF NO THEN THIS MEANS POP B

IF STILL SAYS DK THEN ASK IF RESPONDENT COULD FIND OUT AND YOU WILL RING THEM BACK OR IS THERE SOMEONE ELSE WHO YOU SHOULD TALK TO.

IF YES THEN SUSPEND/CONTINUE AS APPROPRIATE

IF NO THEN RECORD AS DK IN Q8a

Number completed qualification AFTER taking up employment	0-998
Don't know	999

S1a IF 8a = 0 → 1, NONE GRAD.AFTER EMPLOYMENT (POP. B) GO TO Q9a

IF 8a = Q5 OR 8a = # AND Q5=9 → 2, ALL GRAD.AFTER EMPLOYMENT (POP.A) CONTINUE

IF 8a < Q5 → 3, SOME GRAD. BEFORE & AFTER EMPLOY.(POP A) CONTINUE

IF 8a = DK → 4, (POP F) TERMINATE

IF 8a = 0 AND Q5=9 → 5, NONE GRAD.AFTER EMPLOYMENT (POP. B) GO TO Q9b

8b. Of these current employees who completed their vocational education and training qualification AFTER taking up employment with your organisation, were they trained by... READ OUT

MULTIPLE RESPONSE

TAFE?	1
Non-TAFE training providers?	2
(DON'T READ) Can't Say	9

S1b IF S1a = 2 AND 8b = 1 ONLY OR 2 ONLY OR 9 ONLY, GO TO Q10

IF S1a = 2 OR 3 AND 8b = 1 AND 2, GO TO 8c

IF S1a = 3 AND 8b = 1 ONLY OR 2 ONLY OR 9 ONLY, GO TO 9a

8c. At which type of institution were MOST of them trained?

(IF CAN'T SAY, ENCOURAGE BEST GUESS)

DO NOT READ OUT

Mostly at TAFE	1
Mostly at non-TAFE	2
(DON'T READ) Can't Say	9

S1c IF S1a = 2 GO TO Q10

IF S1a = 3 CONTINUE

9a. CALCULATE NO. OF GRAD.'S WHO COMPLETED VOCATIONAL TRAINING BEFORE TAKING UP EMPLOYMENT

I) Q5 – Q8a =

So of the <Q5> employees who are recent vocational education and training graduates, <Q8a> completed their training after taking up employment with your organisation, and the remaining <Q9a> had completed their training before being employed by your organisation. Is that correct?

Yes	1 CONTINUE
No	2 AMEND NO.'S IN Q5, Q8a & Q9a

9b. Of these current employees who completed their vocational education and training qualification BEFORE taking up employment with your organisation, were they trained by...

MULTIPLE RESPONSE

TAFE?	1
Non-TAFE training providers?	2
(DON'T READ) Can't Say	9

S2 IF 9b = 1 ONLY OR 2 ONLY OR 9 ONLY, GO TO Q10

OTHERWISE, CONTINUE

9c. At which type of institution were MOST of them trained?
(IF CAN'T SAY, ENCOURAGE BEST GUESS) DO NOT READ OUT

Mostly at TAFE	1
Mostly at non-TAFE	2
(DON'T READ) Can't Say	9

10. Now, for all your employees who completed vocational education and training in the last two years, what is the name of the training institute or college at which most of these employees did their training? (LOOK UP INSTITUTE FILE)

Specify (NAME AND STATE)	98
Can't say	99

ALL GO TO Q15

11. For your employee who completed vocational education and training in the last two years: Was this employee trained by...
IF BOTH, RECORD MOST RECENTLY COMPLETED

TAFE	1
Non TAFE training providers	2
(DON'T READ) Can't Say	9

12. What is the name of this employee's training institute or college?
LOOK UP INSTITUTE FILE

Specify (NAME AND STATE)	98
(DON'T READ) Can't say	99

13. Which of the following best describes the level of the qualification which was awarded for the training this employee completed?

Bachelor's Degree or higher	01
Advanced Diploma	02
Diploma	03
Associate Diploma	04
Advanced Certificate – post trade	05
Advanced Certificate – other	06
Certificate – trade	07
Certificate IV	08
Certificate III	09
Certificate II	10
Certificate I	11
Other certificate	12
Other (please specify)	98
Don't know	99

14. Did this employee complete their vocational education and training qualification BEFORE taking up employment with your organisation?

Yes	1
No	2

15. **IF Q5=2, SAY:** Thinking of the current employee who completed vocational education and training in the last two years, were they trained in...

IF Q5=8, SAY: Thinking of the <Q5>current employees who have completed vocational education and training in the last two years, were any trained in...

READ OUT

Management and administration/Professional course	1
Technical and Para-professional course	2
Trade and apprenticeship course	3
Clerical/Office courses/Sales and personal services course	4
Plant and machinery operating/driving, labouring and related course	5
Supervisory course	6
Other vocational training course (Specify)	8
(DON'T READ) Can't Say	9

16. **IF Q5=2, SAY:** Thinking of the current employee who completed vocational education and training in the last two years, what type of training did they receive?

IF Q5=8, SAY: Thinking of the <Q5>current employees who have completed vocational education and training in the last two years, what type of training did they receive?

S3 IF Q5=2 GO TO S4

OTHERWISE, CONTINUE

17. About how many did this?

READ OUT

	Q16 Type of Training	Q17 About how many?
Apprenticeship	1	
Traineeship	2	
Certificate or Diploma	3	
Some other sort of vocational training (SPECIFY)	8	
(DON'T READ) Can't Say	9	

S4 INTERVIEW POPULATION HEIRARCHY

IF (S1a = 2 OR 3 AND Q8b=1 ONLY OR Q8c=1) OR (Q14=2 AND Q11=1)
' 1 - POP. 4.1 (A – TAFE) –ASK ABOUT THIS POPULATION, IF NOT, ASK ABOUT,

(S1a = 2 OR 3 AND Q8b=2 ONLY OR Q8c=2)OR (Q14=2 AND Q11=2)
' 2 - POP. 4.2 (A – NON TAFE) – IF NOT, ASK ABOUT,

(S1a=2 OR 3 AND Q8b=9 OR Q8c=9) OR (Q14=2 AND Q11=9)
' 3 – POP. 4.3 (A – GRADUATES), IF NOT, ASK ABOUT,

(S1a = 1 OR 5 AND Q9b=1 ONLY OR Q9c=1)OR (Q14 = 1 AND Q11=1)
' 4 - POP. 4.4 (B – TAFE) – IF NOT, ASK ABOUT;

(S1a = 1 OR 5 AND Q9b=2 ONLY OR Q9c=2)OR (Q14=1 AND Q11=2)
' 5 - POP. 4.5 (B – NON TAFE) – IF NOT, ASK ABOUT;

(S1a=1 OR 5 AND Q9b=9 OR Q9c=9) OR (Q14=1 AND Q11=9)
' 6 – POP. 4.6 (B – GRADUATES).

ALL CONTINUE TO Q18

IMPORTANCE & SATISFACTION WITH VET TRAINING

18. IF S4=1 SAY - I would now like to ask you some questions about the training received by your TAFE graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years.

IF S4=2 SAY - I would now like to ask you some questions about the training received by your NON TAFE graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years.

IF S4=3 SAY - I would now like to ask you some questions about the training received by your graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years.

IF S4=4 SAY - I would now like to ask you some questions about the training received by your TAFE graduate(s) who completed their training BEFORE you employed them and who completed that training in the last two years.

IF S4=5 SAY - I would now like to ask you some questions about the training received by your NON TAFE graduate(s) who completed their training BEFORE you employed them and who completed that training in the last two years.

IF S4=6 SAY - I would now like to ask you some questions about the training received by your graduate(s) who completed their training BEFORE you employed them and who completed that training in the last two years.

S5 IF S4 = 1, 2 OR 3 GO TO Q19a

IF S4 = 4, 5 OR 6 GO TO Q21a

2. IMPORTANCE AND SATISFACTION WITH GRADUATE COURSES

The first of these questions is about the importance of different aspects of their training course(s).

19a. Thinking about the course they completed, how important is to training for your organisation? Is it...? READ OUT

Extremely Important	4
Very Important	3
Fairly Important	2
Of minor importance	1

ROTATE

A Relevance of course content

B Balance of theory and practice

C Method of assessment

D Teacher ability

E Teacher industry experience

19b. Which one of these aspects would you most like to see improve – READ OUT EACH OF 5 ASPECTS AGAIN?

19c. And now I'm going to ask about your level of satisfaction. How satisfied are you with the course(s) in terms of.....? Would you say you are ...READ OUT

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5
(DON'T READ) DK	9

ROTATE

A Relevance of course content

B Balance of theory and practice

C Method of assessment

D Teacher ability

E Teacher industry experience

20. Thinking about the course(s) generally, how satisfied are you overall? Would you say you are ... READ OUT

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5

3. IMPORTANCE AND SATISFACTION WITH GRADUATE WORK SKILLS

21a. If S4=1, introduce as "Still talking about the training received by your TAFE graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years., I would now like to ask you some questions about the skills they may have gained from that training. The first of these questions are about the importance to you of different skills they may have gained from that training"

If S4=2, introduce as "Still talking about the training received by your NON-TAFE graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years., I would now like to ask you some questions about the skills they may have gained from that training. The first of these questions are about the importance to you of different skills they may have gained from that training"

If S4=3, introduce as "Still talking about the training received by your graduate(s) who completed their training AFTER you employed them and who completed that training in the last two years., I would now like to ask you some questions about the skills they may have gained from that training. The first of these questions are about the importance to you of different skills they may have gained from that training"

If S4=4-6, introduce as "The first of these questions are about the importance to you of different skills these graduates may have gained from that training."

How important to your organisation is it that they gained.....through this course? Is it ...

READ OUT

Extremely Important	4
Very Important	3
Fairly Important	2
Of minor importance	1

ROTATE

A Oral communication skills

B A professional approach to work

C Problem-solving skills

D The ability to use their initiative

E Practical job skills

F The ability to work as part of a team

G Computer skills

H The ability to adapt to changes in the workplace

I A positive attitude towards work

J The ability to work with minimal supervision

K The ability to use current technology in the workplace

21b. Which one of these skills would you most like to see improve in the graduates you recruited? READ OUT SKILLS IF NECESSARY

21c. And now I'm going to ask you about your level of satisfaction. How satisfied are you with the ..... they gained through the course(s)? Would you say you are ...

READ OUT

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5
(DON'T READ) DK	9

ROTATE

A Oral communication skills

B A professional approach to work

C Problem-solving skills

D The ability to use their initiative

E Practical job skills

F The ability to work as part of a team

G Computer skills

H The ability to adapt to changes in the workplace

I A positive attitude towards work

J The ability to work with minimal supervision

K The ability to use current technology in the workplace

22a. Thinking about skills generally, how satisfied are you overall with the skills learned through the course ? Would you say you are ...

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5

4. ATTITUDES TO WORK ETHIC

22b. How important to your organisations is the work ethic of vocational education and training graduates? Is it ...

Extremely Important	1
Very Important	2
Fairly Important	3
Of minor importance	4

BEST COPY AVAILABLE

22c. What qualities do you think make up 'work ethic'?
MULTIPLE RESPONSE

DO NOT READ

Commitment to work	1
Enthusiasm	2
Punctuality	3
Presentation	4
Honesty	5
Positive approach to work	6
Initiative	7
Professional approach to work	8
Other (specify)	98
DK	99

22d. Who do you think is responsible for instilling the work ethic in graduates?
MULTIPLE RESPONSE

DO NOT READ

Training system	1
School	2
Work environment	3
Family environment	4
Individual	5
Other (specify)	8
DK	9

22e. Thinking about your employee(s) who completed a vocational and educational qualification in the last 2 years, overall, how satisfied are you with their work ethic? Would you say you are ...

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5

5. OVERALL SATISFACTION WITH TRAINING PROVIDERS

S6 IF S4 = 1 OR 4 SAY 'TAFE'

IF S4 = 2 OR 5 SAY 'NON TAFE TRAINING PROVIDER'

IF S4 = 3 OR 6 SAY 'TRAINING PROVIDER'

23. I have just asked you about the skills of your recent VET graduates and I am now going to ask you about their training providers Using a scale of 1 to 10 where 1 is very dissatisfied and 10 is very satisfied, overall, how satisfied are you with the overall performance of these <TAFE TRAINING PROVIDERS/non-TAFE training providers/TRAINING PROVIDERS>?

Very dissatisfied	1
	2
	3
	4
Neutral	5
	6
	7
	8
	9
Very satisfied	10
Can't say	99

S7 IF answered Q7a SAY:

Even though you do not have staff with any vocational education and training qualifications, I'd still like to know your general impressions about this system. As I said before this training includes qualifications gained through TAFE or private training providers such as apprenticeships, traineeships, diplomas, associate diplomas or certificate courses. University qualifications are not included.

6. GENERAL IMPRESSIONS OF VET

24. I am now going to read you a series of statements which some people have made about vocational education and training in Australia. For each statement, please tell me whether you strongly agree, disagree, neither agree nor disagree, disagree or strongly disagree.

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree	Can't Say

(READ OUT & ROTATE STATEMENTS)

(RECORD ROTATION)

24a It is more cost-effective to recruit trained people than to train people on the job

24b On-the-job skills are more useful than skills obtained through formal education

24c The vocational education and training system is providing graduates with skills appropriate to employers needs

24d Training pays for itself through increased worker productivity

24e The vocational education and training system needs to provide more practical job skills

24f Employers should have more input into course content

24g The vocational education and training system does not take into account the needs of employers

24h It is difficult to tell what a person can actually do from their educational qualifications

24i Qualifications should be based on what the person can actually do, rather than how many years of training they have completed

24j There should be more work experience or work placements as part of vocational training

24k The assessment process for vocational education and training needs to be improved to assist employers in comparing the skills of prospective employees

24l Graduates have adequate literacy and numeracy skills for the demands of the workplace

7. LEVEL OF INTERACTION WITH TRAINING PROVIDERS

25a. Do you have any contact with vocational education training providers?

Yes	1
No	2 GO TO 29a

25b. Approximately, how frequent is that contact?

Weekly	1
Monthly	2
Once a semester	3
Yearly	4
Other (specify)	8

26. What form has this contact taken? (MULTIPLE RESPONSE) DO NOT READ OUT

I phoned them	1
They phoned me	2
I visited them	3
They visited me	4
Received email	5
Internet contact	6
Received mail from training provider	7
Involved with training provider through industry bodies, committees etc.	8
Other (specify)	98

27. How satisfied are you with the form(s) of contact you had with these training providers Would you say you are ...

Very Satisfied	1
Quite Satisfied	2
Neither Satisfied Nor Dissatisfied	3
Quite Dissatisfied	4
Very Dissatisfied	5

28a. In what areas of training delivery do you have input with the these training providers (MULTIPLE RESPONSE)

Course content generally	1
Balance of theory and practice	2
Assessment process	3
Course times	4
Course duration	5
Course venues	6
Course cost	7
New course development	8
None	97
Other (specify)	98

28b. As an employer, would you like your level of input with these training providers to be more, less or the same amount of input as you now have?

More	1 GO TO 29d
Same	2 GO TO 30
Less	3 GO TO 30

29a. As an employer, do you want contact with training providers?

Yes	1 GO TO 29b
No	2 GO TO 30
(DON'T READ) Can't Say	3 GO TO 30

29b. Would you like this contact to include input into course related matters?

Yes	1 GO TO 29c
No	2 GO TO 30
(DON'T READ) Can't Say	3 GO TO 30

29c. In what areas of training would you like to have input? (MULTIPLE RESPONSE) PROBE: Anything else? DO NOT READ

29d. In what areas of training would you like to have more input? (MULTIPLE RESPONSE)
PROBE: Anything else? DO NOT READ

	29c	29d
Course content generally	1	1
Balance of theory and practice	2	2
Assessment process	3	3
Course times	4	4
Course duration	5	5
Course venues	6	6
Course cost	7	7
New course development	8	8
Other (specify)	98	98

30. In arranging training for your employees, if a TAFE and a non-TAFE training provider were to offer similar training courses, would you be more likely to choose the TAFE course or the course of the non-TAFE training provider?

More likely to choose TAFE	1	GO TO 32
More likely to choose non-TAFE training provider	2	GO TO 31
It would depend	3	GO TO 33
Can't say	9	GO TO 34

31. What is the MAIN reason you would choose a non-TAFE training provider rather than a TAFE?

DO NOT READ

Credibility/acceptance	1
Recognition within the industry/recognition of qualification	2
Effective training programs/good standards/standards monitoring	3
Reputation for competency/stability/experience	4
More flexible timetable to suit employment	5
Courses more tailored to needs of workplace	6
Offer better service	7
Offer hands on experience	8
Satisfactory past experience/previous dealings	9
Other (specify)	98
Can't say/DK	99

GO TO 34

32. What is the MAIN reason you would choose a TAFE rather than a non-TAFE training provider?

DO NOT READ

Credibility/acceptance	01
Recognition within the industry/recognition of qualification	02
Effective training programs/good standards/standards monitoring	03
Reputation for competency/stability/experience	04
More flexible timetable to suit employment	05
Courses more tailored to needs of workplace	06
Offer better service	07
Offer hands on experience	08
Satisfactory past experience/previous dealings	09
Cheaper/value for money/economical	10
Location/accessibility	11
Other (specify)	98
Can't say/DK	99

GO TO 34

33. What would it depend upon?

DO NOT READ (MULTIPLE RESPONSE)

Cost	01
Quality of the course	02
Quality of the teacher	03
Type of course	04
Reputation of course	05
Accreditation	06
Location/accessibility	07
Time factors such as length of course, time away from office and flexibility of times	08
Course content/relevance	09
Other (SPECIFY)	98
Can't Say	99

34. Do you currently have sufficient information to make an effective choice of training provider and course for your employees, apprentices or trainees?

DO NOT READ OUT

Yes	1 GO TO 36
No	2
Can't Say	9 GO TO 36

35. What additional information do you need to make an effective choice?

DO NOT READ OUT - PROBE FULLY (MULTIPLE RESPONSE)

More information on	
Content of course/analysis of course content	1
What courses are available	2
Accreditation/directory of accredited courses	3
Qualification/credibility of trainers	4
Facilities for hands-on/practical training	5
Funding options/subsidies available /cost of course	6
More current information	7
Ability to meet industry requirements/needs	8
Structure of course – length, timing, location	9
Other (specify)	98
Can't say	99

8. TRAINING KNOWLEDGE AND PRACTICE

The next few questions refer to training in general in your organisation or business, not just the vocational education and training we've been discussing.

36. **Who or what, outside your organisation, would be your MAIN source of information on vocational training and skills development?**

DO NOT READ OUT

TAFE	01
Universities	02
Private Training Providers	03
Government Training Departments/ Authorities	04
Industry Associations	05
Newspapers/magazines	06
Internet	07
Word of mouth	08
Head Office	09
Consultants	10
Employment agencies	11
Information in the mail	12
No main source	13
Other (specify)	98
Can't Say	99

37. **During the last 12 months has your organisation paid for, or subsidised, the cost of any employee training or provided paid time off work for an employee to attend training?**

Yes	1	
No	2	GO TO 44
Can't Say	9	GO TO 44

38a. **Which of the following methods of training were undertaken? (MULTIPLE RESPONSE)**

READ OUT

On-the-job training (that is, by showing an employee how to improve job skills in work being undertaken)	1
In-house training (that is, organised by employer for own staff using employer's staff or training consultants)	2
External training (that is, organised and conducted at venues outside the workplace by training or educational establishments, agencies or private consultants)	3
(DON'T READ) Can't Say	9

IF MORE THAN ONE CODE SELECTED IN Q38a GO TO Q38b OTHERWISE GO TO S9

38b. Which of these types of training did you use most?

READ OUT

On-the-job training	1
In-house training	2
External training	3
(DON'T READ) Can't Say	9

S9 IF Q38a = 2 GO TO Q39

OTHERWISE GO TO S10

39. Are any of the in-house training courses conducted in your organisation accredited?

Yes	1 GO TO 40
No	2 GO TO S10

READ the following SLOWLY

40. In 1998 the Australian National Training Authority introduced a new approach to vocational education and training. Competencies, qualifications and assessment guidelines have been linked together into Training Packages. [PAUSE] Also, many businesses have extensive training operations and these businesses can register to enable them to train employees to industry standards using Training Packages.

41. Are any of your organisation's in-house, accredited training courses conducted using these Training Packages?

Yes	1
No	2
Don't know	9

S10 IF Q38a = 3 GO TO Q43a

OTHERWISE GO TO Q43b

43a. You said you provided external training for your employees in the last 12 months, which of the following organisations were used to provide the training?

READ OUT (MULTIPLE RESPONSE)

TAFE	1
Industry Association	2
Non-TAFE Training Organisation	3
Private Consultant or Trainer	4
Community or Adult Education Centre	5
(DON'T READ) None (own trainers)	6
(DON'T READ) Other (SPECIFY)	98
(DON'T READ) Can't Say	99

43b. I am now going to ask you about the amount of Recognised Training you have provided for employees compared to non-recognised training. Recognised Training is training which results in an Australian Qualification Framework qualification or statement of attainment which is issued by a Registered Training Organisation.

Comparing last year with this year, has the amount (hours) of Recognised Training compared to non-recognised training provided by your organisation for its employees increased, decreased or stayed the same?

Increased	1
Decreased	2
Stayed the same	3
No hours of Recognised Training provided	4
(DON'T READ) Can't say	9

44. Have you ever provided work experience for a student?

Yes	1
No	2
(DON'T READ) Can't say	3

45. In the last 12 months have you been approached to provide work experience?

Yes	1
No	2
(DON'T READ) Can't say	3

S11 IF Q7a = 1 GO TO 47

OTHERWISE, GO TO 46

As I explained at the beginning, this survey is mainly interested in employers who have finished a vocational training course of at least 200 hours or one semester and you may have employers working towards this.

46. Do you have any employees at this location who are CURRENTLY studying for an industry recognised vocational education and training qualification with a TAFE or a private training provider?

Yes	1
No	2
Don't know	9

47. Do you have any employees who have completed courses of LESS THAN 200 hours OR LESS THAN ONE SEMESTER in the last 2 years?

Yes	1 GO TO 48
No	2 GO TO 49
Don't know	9 GO TO 49

48. Was the training provided by:

MULTIPLE RESPONSE

TAFE	1
Non-TAFE training providers	2
(DON'T READ) Can't Say	99

9. SUGGESTIONS FOR IMPROVEMENT

49. As an employer, what suggestions would you make for improvements in the training system?

Course content

Training must be specific/relevant/focussed to industry needs	01
Provide more practical training/more work experience/industry experience /on-the-job training	02
Keep up with technology/update courses in line with technology	03

Communication

Seek more input/feedback from employers/industry/ask them what they want in courses etc	04
Improve communication/contact/relationship between employers/industry and training providers	05
Provide more information to employers/industry re courses	06
Provide teachers with more industry knowledge	07
Training providers should communicate with employer re student progress	08
Representatives of training providers should visit businesses more	09

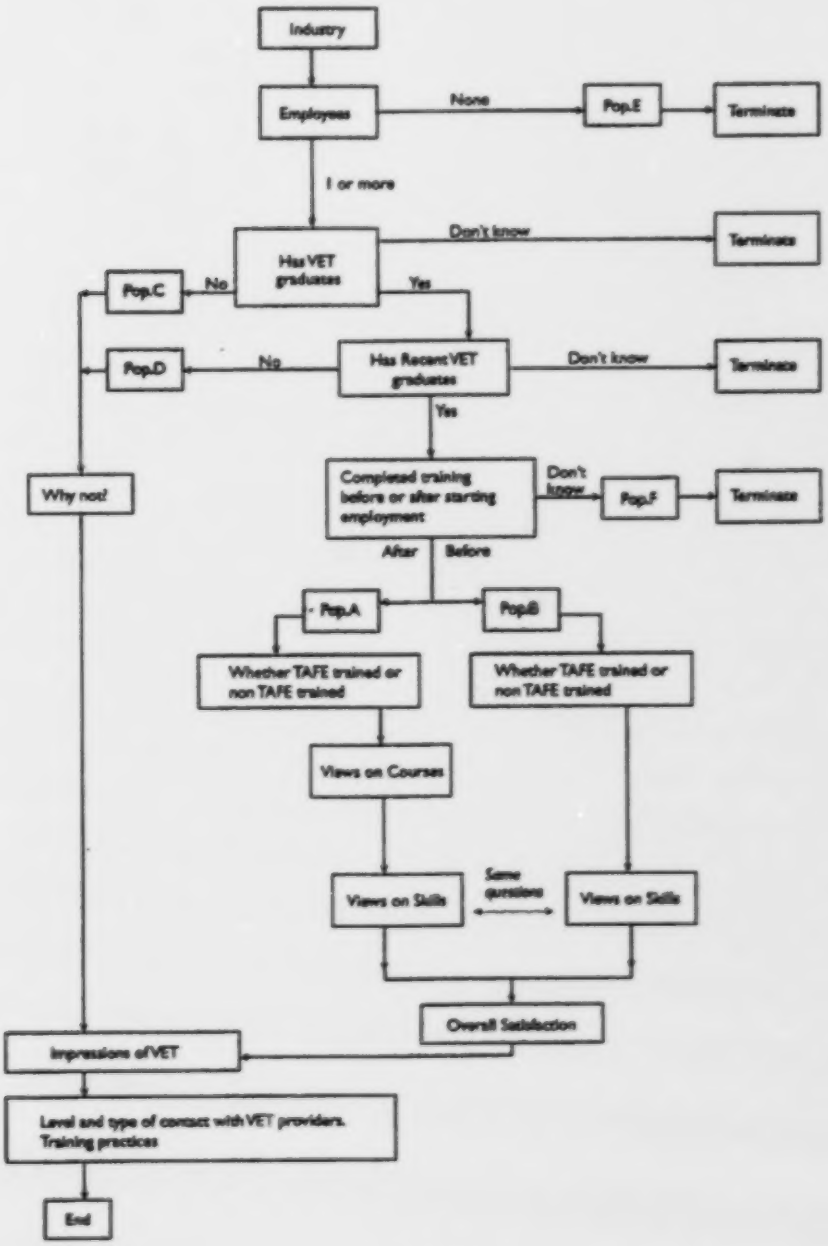
Flexibility	
Be more flexible re timetables/hours etc	10
Provide more distance education/country people have to travel too far	11
Other	
Provide cheaper/more cost effective courses/better value for money	12
Provide better assessment/evaluation of students/stick to training standards	13
Provide better facilities/equipment for training providers	14
Instill more social/people/communications/human relations skills in graduates	15
Other (specify)	98
None	97
Can't say	99

50. What changes in your industry do you expect could affect your training requirements in the future? PROBE: Anything else?

Government influences	
GST/tax reform	02
Changes in Government legislation/legislative changes	04
Changes to funding arrangements/ budget cuts	05
Economic climate	
Increased competition/deregulation/privatisation	03
Economic constraints/interest rates/recession/down turn in industry	07
Industry/business growth/expansion/profitability	08
Technological advances	
Changes in technology/advances in IT/ use of internet/ going digital	01
Change in Training Standards	
Accreditation requirements/changes in regulations/tightening of standards/increased emphasis on duty of care, due diligence/occupational health and safety	06
Need for multi-skilling/shortages of skilled staff/more expertise required	09
Environmental issues/concerns/responsibilities	10
Other (specify)	98
None	97
Can't say	99

Thank you very much for your assistance.

Appendix 5: Population Flowchart



Appendix 6: Data Item List

Populations and corresponding data items for the 2001 Survey of Employer Views

Population	Variable
All employers (ie employers with and without VET graduates)	Scope etc – Industry – Number of employees – Whether has VET graduates General Views Level of agreement with 12 statements about VET: a It is more cost-effective to recruit trained people than to train people on the job b On-the-job skills are more useful than skills obtained through formal education c The vocational education and training system is providing graduates with skills appropriate to employers needs d Training pays for itself through increased worker productivity e The vocational education and training system needs to provide more practical job skills f Employers should have more input into course content g The vocational education and training system does not take into account the needs of employers h It is difficult to tell what a person can actually do from their educational qualifications i Qualifications should be based on what the person can actually do, rather than how many years of training they have completed j There should be more work experience or work placements as part of vocational training k The assessment process for VET needs to be improved to assist employers in comparing the skills of prospective employees l Graduates have adequate literacy and numeracy skills for the demands of the workplace Level and type of contact with VET providers – Whether has contact with VET providers If has contact: – Frequency of contact – Type of contact – Satisfaction with type of contact – Areas of delivery in which has input – Whether wants more, less or same level of input – If more, in which areas

All employers (ie employers with and without VET graduates) (continued)	If has no contact with VET providers: – Whether wants contact – If yes, whether wants input to courses – Areas in which wants input **Choice of provider/information about VET** – Whether would choose TAFE or non-TAFE provider – Reasons for choice – If choice depends, on which factors – Whether has sufficient information to make a choice – If not, what additional information is needed – Main source of information about VET **Training practices of the organisation** – Whether paid for or subsidised the cost of employees' training in last 12 months *If has provided training:* – Type of training provided – Type of training most used for employees *If has provided in-house training:* – Whether training accredited – Whether used Training Packages – If has provided external training – Organisations used for training – Whether amount of recognised training provided compared to non-recognised training has changed from last year – Whether ever provided work experience for a student – Whether been approached to provide work experience in the last 12 months – Whether has employees currently studying for a VET qualification – Whether has employees who have completed a course of less than 200 hrs/1 semester in the last 12 months - If yes, whether TAFE or non-TAFE trained – Employer suggestions for improvements to the system – Expected industry changes which could affect future training requirements
Employers with one or more recent VET graduates	– Number of recent VET graduates – Number who completed training before commencing current employment – Number who completed training after commencing current employment – Whether all or most were TAFE or non-TAFE trained – Name of training provider where most trained

Employers with one or more recent VET graduates (continued)	– Field of training – Type of training (apprenticeship, cert, diploma) – Number who did each type of training – Importance of selected graduate skills: a Oral communication skills b A professional approach to work c Problem-solving skills d The ability to use their initiative e Practical job skills f The ability to work as part of a team g Computer skills h The ability to adapt to changes in the workplace i A positive attitude towards work j The ability to work with minimal supervision k The ability to use current technology in the workplace – Aspect of graduate skills they would most like to see improve – Satisfaction with each aspect (a to k) of graduate skills – Overall satisfaction with graduates' skills – Importance of work ethic of graduates – Views on qualities 'work ethic comprises – Views on who should instill work ethic in graduates – Overall satisfaction with VET providers
Employers with one recent VET graduate	– AQF level of qualification
Employers with one or more recent VET graduates, of whom, at least one completed training after commencing their current employment	– Importance of selected aspects of course delivery: a Relevance of course content b Balance between theory and practice c Method of assessment d Teacher ability e Teacher industry experience – Aspect of course delivery they would most like to see improve – Satisfaction with each aspect (a to e) of course delivery – Overall satisfaction with course delivery
Employers with only 'non-recent' VET graduates	– Reasons has no recent VET graduates
Employers with no VET graduates	– Reasons has no VET graduates – If considers VET qualifications not relevant/appropriate to their industry/business, reasons for this view